DOCUMENT RESUME

ED 167 775 CE 020 147

TITLE	Profiles of Career Education Projects. Fourth Year's Program, Fiscal Year 1978 Funding.
INSTITUTION	Thomas Buffington and Associates, Washington, D.C.
SPONS AGENCY	Office of Career Education (DHEW/OE), Washington, D.C.
PUB DATE	Feb 79
CONTRACT	300-78-0237
NOTE	278p.; For related documents see ED 120 411, ED 132 284, ED 138 786, and ED 158 005
AVAILABLE FROM	Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01987-6)
EDRS PRICE	MF01/PC12 Plus Postage.
DESCRIPTORS	Adult Education; *Career Education; Communications; Community Colleges; Disadvantaged Youth; Educational Finance; Educational Methods; Elementary Secondary Education; Federal Legislation; Gifted; Handicapped; Higher Education; Minority Groups; Program Evaluation; Program Improvement; *Projects; Publicize; Sex Stereotypes; Staff Improvement; State Federal Aid; *State Programs; Teacher Education
IDENTIFIERS	*Education Amendments 1974

ABSTRACT

This report provides short summaries of career education projects funded under the provisions of Section 406 of Public Law 93-380 during fiscal year 1978. Each project summary follows a similar format, which includes identifying information (title, grantee, project director), major objectives, project activities, evaluation, communications, and demographic information. The eighty-seven projects summarized are grouped into five categories: (1) incremental quality improvements in K-12 career education programs (twelve projects); (2) effective career education methods and techniques in senior high schools, community colleges, adult and community education agencies, and higher education (ten projects); (3) effective career education methods and techniques for special segments of the population (handicapped, gifted and talented, minority, and low income youth) and for the reduction of sex stereotyping in career choices (thirty projects); (4) effective methods and techniques for training and retraining persons conducting career education programs (twenty projects); and (5) communication of career education philosophy, methods, program activities, and evaluation results (fifteen projects). Profiles for fiscal year 1977 are detailed in ED 158 005, and for 1976 in CE 020 140. (CT)

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ED167775

Profiles Of Career Education Projects

Supported under Sections 402 and 406
of the Education Amendments of 1974 (Public Law 93-380)

Fourth Year's Program

Fiscal Year 1978 Funding

Prepared for the
Office of Career Education
U.S. Office of Education
By
Thomas Buffington & Associates
2710 Ontario Road, N.W., Washington, D.C. 20009

February 1979

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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INTRODUCTION

The projects summarized in this publication include all of the exemplary and demonstration projects funded in Fiscal Year 1978 by the Office of Career Education of the U.S. Office of Education. Each project summary was written by its project director with technical assistance from the Office of Career Education. The standard format used in doing so will hopefully help readers in comparing one project to another. Since this format has remained basically unchanged since we published our first Profile Book in 1975, it should also help those readers interested in studying the history and accomplishments that are a part of the past four years of operation of Public Law 93-380, Section 406 - "Career Education."

Those who seek to compare the patterns of funding priorities for Fiscal Year 1978 with those in preceding years will note that the same trend begun in Fiscal Year 1977 was continued in Fiscal Year 1978. As a matter of fact, that trend was carried still further, both through further reductions in the K-12 incremental improvement project funding level and a marked increase in funding levels used for: (a) demonstrations with special segments of the student population; and (b) demonstrations of methods and procedures for training and re-training of persons in career education. For the first time in the four-year history of this legislation, more money was spent for demonstrations in Category 3 - "Special segments of the population" - than in any other single category.

More than $1.0 million additional demonstration funds were earmarked for each of these two categories in Fiscal Year 1978 than had been allocated to them in the preceding Fiscal Year. Funds required to make this level of increase came primarily from the fact that the State planning projects provided for in Public Law 93-380 during both Fiscal Year 1976 and Fiscal Year 1977 were no longer eligible for support in Fiscal Year 1978.

If you desire information over and beyond that found in these project summaries, please contact project directors on an individual basis. Because each project director is working hard to deliver a good product, it is hoped that further inquiries will be directed to them only if important and crucial questions need to be asked.

Kenneth B. Hoyt, Director
Office of Career Education
U.S. Office of Education

February 1979

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BACKGROUND

In August of 1974, the Congress of the United States enacted the Education Amendments of 1974 (Public Law 93-380). This Act, under Section 406, authorized the U.S. Commissioner of Education to undertake a program of career education. Section 406 of Public Law 93-380 represents the first specific career education legislation to be enacted by the Congress.

The career education legislation set forth in Section 406 of Public Law 93-380 did five things: (1) called for the establishment of an Office of Career Education in the U.S. Office of Education and specified that the Director of the Office of Career Education should report directly to the U.S. Commissioner of Education, (2) called for the establishment of a National Advisory Council for Career Education which would advise the Commissioner of Education on the implementation of the career education program and would make recommendations to the Congress concerning further career education legislation, (3) directed the Commissioner of Education to conduct a survey and assessment of the current status of career education in the United States and to submit to the Congress a report on the survey, (4) authorized the Commissioner of Education to make grants to State departments of education to enable them to develop State plans for the implementation of career education; grants for these State planning projects could be awarded in only two fiscal years: FY 1976 and FY 1977, and (5) authorized the Commissioner of Education to support projects designed to demonstrate the most effective methods and techniques in career education and to develop exemplary career education models (including models in which handicapped children receive appropriate career education). Grants in support of the demonstration projects could be awarded to State educational agencies, local educational agencies, institutions of higher education, and other non-profit agencies and organizations during the period from August 21, 1974 to September 30, 1978.

For carrying out the provisions of the career education legislation, the U.S. Commissioner of Education was authorized to expend not more than $15 million per year for four fiscal years (FY 1975, FY 1976, FY 1977, and FY 1978). In actual practice, the Congress appropriated $10 million in Fiscal Year 1975 and $10,135,000 per year in FY 1976, FY 1977, and FY 1978 for the implementation of the career education program.

During the past four years, the U.S. Office of Education has moved steadily to carry out the provisions of Section 406 of Public Law 93-380. An Office of Career Education was established

within the U.S. Office of Education, as announced in the FEDERAL REGISTER on January 31, 1975 (Volume 40, No. 22, Page 4665). The Secretary of Health, Education, and Welfare appointed the members of the National Advisory Council for Career Education in March of 1975. The Council held its first meeting on March 31, 1975, and has been meeting at periodic intervals ever since. The Council has issued a number of significant reports and publications. (See, for example, the November 1975 document entitled Interim Report With Recommendations for Legislation, which is available in the ERIC System under the accession number ED-112-268. Also see the October 1975 document entitled The Emerging History of Career Education: A Summary View (ED-122-011) and the 1976 documents entitled Career Education Update (ED-133-513), NACCE 1976 Interim Report (ED-141-626), Next Steps in Career Education (ED-141-574), and A Summary of Commissioned Papers Prepared for NACCE (ED-128-661).

In May of 1975, the U.S. Office of Education awarded a contract to the American Institutes of Research in Palo Alto, California for the conduct of a survey and assessment of the current status of career education programs, projects, curriculums, and materials in the United States. This survey and assessment, which was completed in the Spring of 1976, formed the basis for the report to the Congress as required under Section 406. The report, which was transmitted to the Congress in May of 1976, is entitled Career Education in the Public Schools, 1974-75: A National Survey (DHEW Publication No. OE-76-00507). It has been published for distribution to the public and is available from the U.S. Government Printing Office at $4.00 per copy under the Stock No. 017-080-01560-9. In addition, it is available in the ERIC System under the accession number ED-122-165.

A series of steps has also been taken in regard to the award of funds for the support of career education projects, as authorized under Section 406. On March 14, 1975, the U.S. Commissioner of Education published a notice concerning the career education program in the FEDERAL REGISTER, Volume 40, Number 51, Pages 11928, 11929, and 11930. The FEDERAL REGISTER notice set forth the program purposes for career education and the funding criteria to be used in the selection of applicants for support with Fiscal Year 1975 funding. The notice also stated that the cut-off date for receipt of applications under the Fiscal Year 1975 Career Education Program would be April 21, 1975, and provided instructions to interested applicants concerning the preparation and submission of applications for grants to support specific types of career education projects.

By the cut-off date of April 21, 1975, the U.S. Office of Education had received 880 applications seeking support for career education projects of various types. These applications were reviewed, rated, and ranked by specially-constituted review panels composed of career education specialists from local school districts, State departments of education, colleges and universities, and the Federal Government. Through the review process, many worthwhile and well-designed project proposals were identified. However, since the Fiscal Year 1975 funding for the career education program amounted to only $10 million, only the very highest ranking applications could be selected for support. In June of 1975, grants were awarded to the 80 highest ranking applications. The average grant size was $123,500. The grantees were authorized to initiate their project activities on July 1, 1975, with the grant period terminating on June 30, 1976.

The 80 grant awards, plus the one contract for the survey and assessment of career education, resulted in a total of 81 career education projects supported under the Fiscal Year 1975 appropriation. The 81 projects were grouped into six categories:

Category	Number of Projects	Amount of Funding
1. Activities designed to effect incremental improvements in K-12 career education programs.	45	$5,802,756
2. Activities designed to demonstrate the most effective methods & techniques in career education in such settings as the senior high school, the community college, and institutions of higher education.	7	918,691
3. Activities designed to demonstrate the most effective methods & techniques in career education for such special segments of the population as handicapped, gifted and talented, minority, low income, and female youth.	12	1,045,364
4. Activities designed to demonstrate the most effective methods & techniques for the training & retraining of persons for conducting career education programs.	4	750,298

Category	Number of Projects	Amount of Funding
5. Activities designed to communicate career education philosophy, methods, program activities, and evaluation results to career education practitioners and to the general public.	12	$1,173,640
6. Activities designed to accomplish a survey and assessment of the current status of career education programs, projects, curriculums, and materials in the United States, as required under sub-section (e) of Section 406 of P.L. 93-380.	1	308,640
TOTALS	81	$9,999,457

Profiles of all 81 of the projects supported under the Fiscal Year 1975 appropriation have been provided in the publication entitled Profiles of Career Education Projects: First Year's Program, Fiscal Year 1975 Funding. In that publication, a 3-page profile of each project is presented; the profiles are grouped by categories and arranged alphabetically by State within each category. The publication is available in the ERIC System under the accession number ED-120-411.

In order to begin the application and selection process for the career education projects to be supported under the Fiscal Year 1976 appropriation, the U.S. Commissioner of Education published a notice concerning the Fiscal Year 1976 Career Education Program in the FEDERAL REGISTER, Volume 40, Number 237, Page 57376 on December 9, 1975. This FEDERAL REGISTER notice described the Fiscal Year 1976 Career Education Program and invited interested applicants to prepare and submit applications for support with Fiscal Year 1976 funding. The notice stated that the cut-off date for receipt of Fiscal Year 1976 applications would be February 23, 1976, and provided instructions to interested applicants concerning the preparation and submission of applications for grants and assistance contracts to support specific types of career education projects.

By the cut-off date of February 23, 1976, the U.S. Office of Education had received 992 applications seeking support for career education projects of various types. These applications

were reviewed, rated, and ranked by specially-constituted review panels composed of career education specialists from local school districts, State departments of education, colleges and universities, and the Federal Government. Through the review process, many worthwhile and well-designed project proposals were identified. However, since the Fiscal Year 1976 funding for the Career Education Program amounted to only $10,135,000, only the very highest ranking applications could be selected for support. In June and July of 1976, grants and assistance contracts were awarded to the 109 highest ranking applications. The average size of the grant and assistance contract awards was $75,081. The recipients of the grants and assistance contracts were authorized to initiate their project activities in the Summer of 1976; the projects were scheduled to terminate in the Summer of 1977.

In addition to the 109 grants and assistance contracts awarded under the Fiscal Year 1976 appropriation, procurement contracts were funded to concentrate on selected areas of career education needing special emphasis. In February of 1976, Requests for Proposals (RFP's) were announced in the Commerce Business Daily, inviting interested organizations to submit proposals for conducting special types of career education projects specified by the U.S. Office of Education. In response to these RFP's, a total of 138 contract proposals were received. These proposals were read, rated, and ranked by specially-constituted review panels, and nine of the proposals were selected for the award of procurement contracts. The average size of the procurement contracts was $216,794.

The 109 grants and assistance contracts, plus the 9 procurement contracts, resulted in a total of 118 career education projects supported with the Fiscal Year 1976 appropriation. The 118 projects were grouped into six categories:

Category	Number of Projects	Amount of Funding
1. Activities designed to effect incremental improvements in K-12 career education programs.	32	$ 4,293,723
2. Activities designed to demonstrate the most effective methods and techniques in career education in such settings as the senior high school, the community college, adult and community education agencies, and institutions of higher education.	8	804,201

Category	Number of Projects	Amount of Funding
3. Activities designed to demonstrate the most effective methods and techniques in career education for such special segments of the population as handicapped, gifted and talented, minority and low income youth, and to reduce sex stereotyping in career choices.	14	$ 979,390
4. Activities designed to demonstrate the most effective methods and techniques for the training and retraining of persons for conducting career education programs.	4	539,995
5. Activities designed to communicate career education philosophy, methods, program activities, and evaluation results to career education practitioners and to the general public.	13	1,515,669
6. Projects for the development of State plans for the implementation of career education in the local educational agencies of the States, under the provisions of subsection (f)(2) of Section 406 of Public Law 93-380.	47	2,002,004
TOTALS	118	$10,134,982

Of the 118 projects, 71 were demonstration projects in categories 1 through 5. The remaining 47 projects were State planning projects in category 6. Grants for State planning projects were awarded to 44 States and 3 territories. The States and territories which did not apply for and receive State planning grants were: Alaska, Delaware, Kentucky, Louisiana, Montana, South Carolina, Samoa, Guam, and the Virgin Islands. Profiles of all of the State planning projects have been provided in the publication entitled Profiles of Career Education State Planning Projects: Fiscal Year 1976 Funding and Fiscal Year 1977 Funding; the publication is available in the ERIC System under the accession number ED-155-485.

Profiles of all 71 of the demonstration projects supported under the Fiscal Year 1976 appropriation have been provided in a separate publication entitled Profiles of Career Education Projects: Second Year's Program, Fiscal Year 1976 Funding. In that publication, a two or three page profile of each of the demonstration projects is presented. The publication is available in the ERIC System under the accession number ED-138-786.

In order to begin the application and selection process for the career education projects to be supported under the Fiscal Year 1977 appropriation, the U.S. Commissioner of Education published a notice concerning the Fiscal Year 1977 Career Education Program in the FEDERAL REGISTER, Volume 42, Number 7, Page 2358 on January 11, 1977. (A second notice was published in Volume 42, Number 10, Page 3031 on January 14, 1977.) These FEDERAL REGISTER notices described the Fiscal Year 1977 Career Education Program and invited interested applicants to prepare and submit applications for support with Fiscal Year 1977 funding. The notices stated that the cut-off date for receipt of Fiscal Year 1977 applications would be March 15, 1977, and provided instructions to interested applicants concerning the preparation and submission of applications for grants and assistance contracts to support specific types of career education projects.

By the cut-off date of March 15, 1977, the U.S. Office of Education had received 753 applications seeking support for career education projects of various types. Through the same review process utilized in the preceding years, all of the applications were reviewed, rated, and ranked, and the 121 highest ranking applications were selected for support. In July and August of 1977, grants and assistance contracts were awarded to these 121 applicants. The average size of the grant and assistance contract awards was $68,400. The recipients of the grants and assistance contracts were authorized to initiate their project activities in the Summer of 1977; the projects were scheduled to terminate in the Summer of 1978.

In addition to the 121 grants and assistance contracts awarded under the Fiscal Year 1977 appropriation, bids were taken and procurement contracts were awarded to 16 agencies and organizations to conduct special types of career education projects specified by the U.S. Office of Education. The average size of the procurement contracts was $115,800.

The 121 grants and assistance contracts, plus the 16 procurement contracts, resulted in a total of 137 career education projects supported with the Fiscal Year 1977 appropriation. The 137 projects were grouped into six categories:

Category	Number of Projects	Amount of Funding
1. Activities designed to effect incremental improvements in K-12 career education programs.	21	$ 1,665,550
2. Activities designed to demonstrate the most effective methods and techniques in career education in such settings as the senior high school, the community college, adult and community education agencies, and institutions of higher education.	12	999,673
3. Activities designed to demonstrate the most effective methods and techniques in career education for such special segments of the population as handicapped, gifted and talented, minority and low income youth, and to reduce sex stereotyping in career choices.	20	1,629,515
4. Activities designed to demonstrate the most effective methods and techniques for the training and retraining of persons for conducting career education programs.	13	1,331,546
5. Activities designed to communicate career education philosophy, methods, program activities, and evaluation results to career education practitioners and to the general public.	18	2,069,807
6. Projects for the development of State plans for implementation of career education in the local educational agencies of the States, under the provisions of sub-section (f)(2) of Section 406 of Public Law 93-380.	53	2,438,899
TOTALS	177	$10,134,990

Of the 137 projects, 84 were demonstration projects in categories 1 through 5. The remaining 53 projects were State planning projects in category 6. Grants for State planning projects were awarded to 48 States and five territories. The States and territories which did not apply for and receive State planning grants were: Iowa, Louisiana, and Samoa. Profiles of all of the State planning projects have been provided in the publication entitled Profiles of Career Education State Planning Projects: Fiscal Year 1976 Funding and Fiscal Year 1977 Funding; the publication is available in the ERIC System under the accession number ED-155-485.

Profiles of all 84 of the demonstration projects supported under the Fiscal Year 1977 appropriation have been provided in a separate publication entitled Profiles of Career Education Projects: Third Year's Program, Fiscal Year 1977 Funding. In that publication, a two or three page profile of each of the demonstration projects is presented. The publication is available in the ERIC System under the accession number ED-158-005.

In order to begin the application and selection process for the career education projects to be supported under the Fiscal Year 1978 appropriation, the U.S. Commissioner of Education published a notice concerning the Fiscal Year 1978 Career Education Program in the FEDERAL REGISTER, Volume 42, No. 197, Pages 54984, 54985, and 55005 on October 12, 1977. On November 7, 1977, a correction to the program announcement was published in the FEDERAL REGISTER, Volume 42, No. 214, Page 57992. These FEDERAL REGISTER notices described the Fiscal Year 1978 Career Education Program and invited interested applicants to prepare and submit applications for support with Fiscal Year 1978 funding. The notices stated that the cut-off date for receipt of Fiscal Year 1978 applications would be January 18, 1978, and provided instructions to interested applicants concerning the preparation and submission of applications for grants and assistance contracts to support specific types of career education projects.

Because of severe winter weather conditions which prevented many potential applicants from reaching their post offices on the specified cut-off date, the U.S. Commissioner of Education published an additional notice in the FEDERAL REGISTER, Volume 43, No. 27, page 5438 on February 8, 1978, advising interested applicants that the cut-off date for receipt of Fiscal Year 1978 career education applications had been extended to February 17, 1978.

By the extended cut-off date of February 17, 1978, the U.S. Office of Education had received 703 applications seeking support for career education projects of various types. Through the same review process utilized in the preceding years, all of the applications were reviewed, rated, and ranked, and the 69 highest ranking applications were selected for support. In July and August of 1978, grants and assistance contracts were awarded to these 69 applicants. The average size of the grant and assistance contract awards was $98,985. The recipients of the grants and assistance contracts were authorized to initiate their project activities in the Summer of 1978; the projects were scheduled to terminate in the Summer of 1979.

In addition to the 69 grants and assistance contracts awarded under the Fiscal Year 1978 appropriation, bids were taken and procurement contracts were awarded to 18 agencies and organizations to conduct special types of career education projects specified by the U.S. Office of Education. The average size of the procurement contracts was $183,600.

The 69 grants and assistance contracts, plus the 18 procurement contracts, resulted in a total of 87 career education projects supported with the Fiscal Year 1978 appropriation. The 87 projects were grouped into five categories:

Category	Number of Projects	Amount of Funding
1. Activities designed to effect incremental improvements in K-12 career education programs.	12	$ 1,183,364
2. Activities designed to demonstrate the most effective methods and techniques in career education in such settings as the senior high school, the community college, adult and community education agencies, and institutions of higher education.	10	921,946
3. Activities designed to demonstrate the most effective methods and techniques in career education for such special segments of the population as handicapped, gifted and talented, minority and low income youth, and to reduce sex stereotyping in career choices.	30	2,999,529

Category	Number of Projects	Amount of Funding
4. Activities designed to demonstrate the most effective methods and techniques for the training and retraining of persons for conducting career education programs.	20	$ 2,355,641
5. Activities designed to communicate career education philosophy, methods, program activities, and evaluation results to career education practitioners and to the general public.	15	2,674,520
TOTALS	87	$10,135,000

It is the purpose of the present publication to provide individual profiles of each of the 87 projects supported under the Fiscal Year 1978 appropriation. On the pages which follow, these 87 project profiles have been grouped by categories and arranged alphabetically by State within each category.

Appendix A provides a tabular summary of all of the grant, assistance contract, and procurement contract funds awarded for career education projects under Section 402 and Section 406 of Public Law 93-380 for Fiscal Years 1975 through 1978. In Appendix B will be found a reproduction of the Fiscal Year 1978 FEDERAL REGISTER announcement concerning the Career Education Program. Appendix C provides bibliographic citations for all of the previously published listings and profiles of career education projects supported under Sections 402 and 406 of Public Law 93-380.

Profiles Of Projects In Category 1

Incremental Quality Improvements

ASSESSMENT OF STATE PLANS FOR CAREER EDUCATION

Southwest Regional Laboratory
Los Alamitos, California

Contract Award from Office of Career Education Program for: 9/1/78 - 6/30/79
$200,000
Contract Award No. 300780249

PROJECT DIRECTOR: Dr. Anita M. Mitchell
Southwest Regional Laboratory
4665 Lampson Avenue
Los Alamitos, California 90720
(213) 598-7661

PARTICIPATING INSTITUTION(S): Southwest Regional Laboratory Educational Research and Development

MAJOR OBJECTIVES

The overall goal of this effort is to enable administrators at Federal and State levels to join in strengthening the individual State and Territory plans for career education. These plans were developed largely with funds provided during Fiscal Years 1976 and 77 under Public Law 93-380. Formal reports will reflect completion of the following process objectives:

1. develop a model five-year State plan which will be used as the core of a "guide" for state planners

2. analyze the strengths and weaknesses of each individual State plan in order to: (a) provide specific suggestions to the Chief State School Officer and the person responsible for preparing the plan, and (b) provide general information to Federal and State program managers

3. provide guidance in relating current plans to those required by the new Career Education Incentive Act, Public Law 95-207

4. determine the extent to which each State and Territory has moved, or is ready to move, toward implementation of its plan

PROJECT ACTIVITIES

An extensive literature review, site visits to six State departments of education, perusal of individual State Plans for career education, consultation with experts and with a broadly representative group of reactors, and project staff expertise will combine to inform the development of a model State Plan for career education.

The model State Plan will specify the characteristics/elements (C/Es) desirable in any State Plan, criteria for determining the adequacy of each C/E, and rationales for including each C/E in a State Plan.

The model State Plan will be used in assessing individual State Plans, and analyses of each plan will be made in terms of the model. Special attention will be given to procedures for assessing career education needs, problems encountered in developing the plans, solutions attempted, elements which appear to be essential in a model plan, and readiness of States to implement their plans. Telephone calls will be made to appropriate persons in States not visited in order to get estimates on their implementation status.

EVALUATION

Objective 1 -- The model State Plan will be refined as it is applied to assessment of individual State Plans. Adequacy of the model State Plan will be determined by analysis of its usefulness as an assessment guide, and on the degree to which OPBE, OCE, and individual States verify that the State Plan analyses are accurate and fair.

Objective 2 -- Acceptance of the analysis of strengths and weaknesses of each State Plan by that State's Chief State School Officer and by the person responsible for preparing the plan will provide evidence of satisfactory completion of part (a) of this objective. Sign-off by the OE Project Officer will verify completion of part (b).

Objective 3 -- A random sample of States will be selected to provide feedback as to the effectiveness of the technical assistance provided to States.

Objective 4 -- Verification by State coordinators as to the accuracy and fairness of the reports of States' readiness to implement their career education plans will constitute evaluation of the successful completion of this process objective.

COMMUNICATION

All reports will be submitted to the Office of Planning, Budgeting and Evaluation (OPBE) and the Office of Career Education (OCE). Reports of the assessment of individual State Plans will be submitted only to the Chief State School Officer and the person responsible for preparing the plan in each individual State. Summarized information will go to OPBE and OCE.

DEMOGRAPHIC INFORMATION

Levels/Groups Served----------All State departments of education

"I BELIEVE IN KIDS" - A CAREER EDUCATION DEVELOPMENT PROJECT

Jefferson County School Board
Monticello, Florida

Assistance Contract Award from Career Education Program for: 7/1/78 - 6/30/79
$77,000
Assistance Contract Award No. G0078C0011

PROJECT DIRECTOR: Albert Thomas, Jr.
P.O. Box 499
Monticello, Florida 32344
(904) 997-4458

PARTICIPATING INSTITUTION(S): Jefferson Elementary/Mamie Scott Annex (K-4)
Howard Middle School (5-8)
Jefferson County High School (9-12)

MAJOR OBJECTIVES

1. To move the district towards full implementation in Career Education.
2. To provide on-site demonstration opportunities for other north Florida School Districts and for interested south Georgia Districts.
3. To explore means of remediating basic skill and functional literacy problems of students.
4. To promote greater opportunities for community involvement and participation.
5. To provide for the Career Education needs of handicapped students.
6. To provide technical assistance to other school districts in south Georgia and north Florida.
7. To promote student competence in the Nine Learner Outcomes of Career Education.
8. To provide effective communications for a diverse Career Education audience.

PROJECT ACTIVITIES

Project activities will involve inservice staff development workshops for newly hired and non-inservice veterans, Jefferson County teachers, veteran pre-inservice teachers and for staff of south Georgia, north Florida and other districts upon request. Workshops in Jefferson County will focus on career education and basic skills, career education and community involvement, career guidance and career education for handicapped students. Paid parent/citizen workshops will also be sponsored in collaboration with the Jefferson County Title IV C Project (Special Education) and the Jefferson County Title I Project.

The project will continue to plan and collaborate with the Jefferson County CETA Program in an effort to benefit as much as possible from the CETA/YEDPA Funds coming into the county. Employability skills workshops will be held for CETA employees and trainees. Through a special arrangement, participants in the CETA Business Office Practice Training Program will complete a two week internship in the project office.

Following the Jefferson School District based workshops, K-12 teachers and counselors, with the aid of the project staff and a group of intensively trained "key" teachers, will implement activities designed to promote student competence in the Nine Basic Learner Outcomes for Career Education. Teaching strategies will involve curriculum infusion, field trips, role playing and job simulations, large and small group counseling, resource speakers, shadowing and peer tutoring by citizen volunteers as an aid to the remediation of basic skills/functional literacy problems of students.

Finally, the project will take on the responsibility of completing district-wide placement and follow up activities.

EVALUATION

The evaluation system to be utilized is the Information Based Evaluation System (developed by National Testing Service of Durham, N.C.). It will generate information from both process and product domains. Product (learner outcome) evaluation will be made by use of pre and post tests from the EPIC series (Education Progress In Careers) and by questionnaires and project developed survey forms. Process evaluation will be accomplished by means of a local evaluation committee and a third party evaluation team.

COMMUNICATION

The IBK Project will become an integral link in a nationwide network with the purpose of communicating career education activities, events and trends to a diverse nationwide audience. This effort will involve the publication of a quarterly newsletter ("Notes from IBK") and scholarly articles in journals such as *Education Digest, The Career Education Quarterly, The Journal of Career Education* and the *Florida Vocational Journal*.

Materials developed by the project will be distributed to others on a cost recovery basis. Project activities will be reported by means of the required semi-annual and final reports. Staff members from local civic, social and government agencies (Chamber of Commerce, Jaycees, Kiwanis, city council, Board of County Commissionaries) will participate in national and state conferences and workshops as presenters.

DEMOGRAPHIC INFORMATION

Levels/Groups Served	K-12 students, teachers, counselors, administrators and parents	
Type of Area Served	Small Rural Town	
Number of Persons Served	K-5	1,035
	6-8	580
	9-12	760
	Parents	350-1,500
	Teachers	130
	Administrators	9

Minority Groups Served	Black	69.45%
Special Populations Served	Gifted	.67%
	EMR	.84%
	SLD	.18%
Income Distribution	Under $5,000	52.77%
	$5,000-9,999	29.41%
	$10,000-14,999	12.70%
	$15,000-19,999	4.00%
	$20,000 or more	1.12%

PROJECT FOR INCREMENTAL IMPROVEMENT IN CAREER EDUCATION

Central Savannah River Area Cooperative Educational Service Agency (CSRA CESA)
Thomson, Georgia

Assistance Contract from Career Education Program for: 9/30/78 - 9/29/79
$95,000
Assistance Contract Award No. G0078C0015

PROJECT DIRECTOR: Margaret T. Harper
Central Savannah River Area
Cooperative Education Service Agency
P.O. Box 868
Thomson, Georgia 30824
(404) 863-8725

PARTICIPATING INSTITUTION(S): Columbia County School System
Appling, GA 30802 in cooperation
with CSRA CESA, Thomson, GA 30824
which services 11 neighboring
school systems

MAJOR OBJECTIVES

1. Implementation of a comprehensive K-12 career education program, including Infusion, Career Education Resource Centers for Teachers and Students, Career Guidance, Community Resources, Hands-On Alternatives, and Job Shadowing, will be continued through a curriculum and staff development approach in the 9 elementary, 2 junior high and 2 senior high schools in Columbia County.

2. By unifying and focusing basic subjects around a career development theme, students in grades K-12 involved in the career education program will improve their overall pupil performance and awareness of self and career alternatives.

3. By September, 1979, 70% of all classroom teachers at the schools involved in the career education program will infuse activities and resources into their ongoing instructional program which will facilitate the career development of students.

PROJECT ACTIVITIES

1. Career education resource teachers will be identified at each school as support persons for other teachers to facilitate the implementation of career education at the school level.

2. Career Education Advisory Committees will be established at each school, representing each grade and subject and including school administrators, to provide input and guidance on all phases of program implementation and development.

3. Career Guidance alternatives will be developed and implemented in all schools, K-12. Implementation of a Teacher Advisory System will be implemented in grades 8-12.

4. Staff Development activities, as well as curriculum and instructional materials, will be provided to all interested professional personnel for each component of the K-12 program.

5. Community Resource Guides, including procedures and resources, will be made available to all teachers and will be updated throughout the year.

6. Instructional Materials Guides, including a listing and description of all available career education curriculum and instructional materials, will be made available to all professional personnel and will be revised and updated as needed.

7. To provide direction and assistance to the Career Education staff in the attainment of each program goal and objective, a comprehensive Management by Objectives Plan will be developed by the staff.

8. A Mini-Experienced Based Career Education (EBCE) program to provide job shadowing and work experience for students will be implemented for students in the Gifted program as well as students enrolled in selected classes. The Mini-EBCE program will be evaluated for possible inclusion as a summer school elective course.

9. Community Resource people will be located to serve as consultants to subject area teachers at grades 8-12 in the development of application activities for infusion in the classroom.

EVALUATION

Objective 1: Third Party Evaluators will examine data collected on the implementation of various career education components as outlined in the Management Plan and will descriptively analyze the results.

Objective 2: Third Party Evaluators will construct, administer and analyze a pre- and post-test evaluation to determine student product information from students in selected schools in grades 3, 5, 7, 9 and 10. Information will be gathered from such student product instruments as the Criterion Referenced Test in Career Development, Career Education Questionnaire, Program of Education for Career Exploration Test, Self Observation Scale, and the Career Education Questionnaire. Third Party Evaluators will also examine data for the student process evaluation concerning numbers of field trips, resource speakers, career guidance activities, and career exploration activities.

Objective 3: Third Party Evaluators will examine data collected from principals, counselors, and teachers concerning participation in inservice activities, use of curriculum and instructional materials, attitude, and completion of Ideas in Career Education (ICE) sheets. At least three on-site evaluations will be conducted by the Third Party Evaluators.

COMMUNICATION

A member of the Career Education Staff will report monthly to the Superintendents of the 12 school systems in the CSRA which are members of CESA.

A newsletter will be sent out at least three times during the year to all professional personnel in Columbia County, as well as to other schools in the CSRA, CESA, selected State Department of Education personnel, other Project Directors, and any other interested parties.

All materials developed for incremental improvements in career education will be distributed to any interested persons or organizations for the cost of printing and postage.

A final evaluation report of the project will be distributed free to all State Career Education Coordinators at the end of the project period and to others upon request for the cost of printing and postage.

Professional personnel from the 12 school systems in CSRA CESA, as well as any other interested personnel, will be invited to visit the Columbia County Program.

An existing slide program will be updated to include current program activities.

DEMOGRAPHIC INFORMATION

		Evans Area	Harlem Area
Levels/Groups Served		K-12	K-12
Type of Area Served		Rural, Suburban	Rural
Number of Persons Served	K-7:	3500	1500
	8-9:	1012	519
	10-12:	1200	550
	Teachers:	250	150
Minority Groups Served	Black:	10%	15%
Income Distribution	Under $5,000:		30%
	$5,000-$9,999:		30%
	$10,000-$14,999:		24%
	$15,000-$19,999:		10%
	$20,000 or more:		5%
Special Populations	Handicapped:	8%	12%
	Disadvantaged:	12%	26%
	Gifted and Talented:	5%	3%

THE BOWLING GREEN, KENTUCKY, K-12 CAREER EDUCATION
INCREMENTAL IMPROVEMENT PROJECT

Bowling Green Independent School System
Bowling Green, Kentucky

Assistance Contract Award from
Career Education Program for:
10/1/78 - 9/30/79
$63,000
Assistance Contract No. G0078C0018

PROJECT DIRECTOR: Mrs. Judy White
Career Education Office
Bowling Green High School
1807 Rockingham Lane
Bowling Green, Kentucky 42101
(502) 842-3323

PARTICIPATING INSTITUTION(S): Bowling Green Independent School District

MAJOR OBJECTIVES

1. To strengthen the relationship between the world of education and the world of work; increasing the emphasis on career education in the curriculum; and regenerating and revitalizing the ongoing career education program.

2. To emphasize the need for more: (a) staff and curriculum development; (b) career guidance; (c) articulation of the program; (d) development of a formalized school/community relationship; (e) involvement of the home and family; and (f) evaluation, feedback, and follow-up.

PROJECT ACTIVITIES

1. Staff and Curriculum Development: Prior to the start of the 1978-79 school year, a cadre of in-house Career Education consultants will participate in a two-day workshop to assist in planning activities that will be developed for all staff members. Volunteer in-house consultants will edit and compile Career Education units and activities into booklets for dissemination. Staff members will develop methods of working more effectively with the handicapped and gifted and talented students. Plans will be developed for a systemwide Career Day.

2. Career Guidance: Counselors will develop a systemwide career guidance goal for inclusion in their state guidance plans. They will assist in administering career-related surveys and inventories and in student advisement and orientation sessions.

3. Career Education Articulation: Staff members will visit another school system in Kentucky which has implemented Career Education. A Career Education newsletter will be published monthly. The Bowling Green City School System will serve as a Career Education Visitation/Demonstration site for Kentucky.

4. Formalized School/Community Relationship: A plan for the development of a Community Career Education Council will be developed by in-house consultants. Council members will assist with PTA programs, American Education and Career Education Week activities, and other projects. A Career Education Resource File will be developed within each school.

5. Involvement of the Home and Family: Each Career Education unit will include at least one method of home/family involvement. The STEP (Systematic Training for Effective Parenting) program will be made available to interested parents. A file of Parent Resource Cards will be developed for each school. Career Education will be infused into the Teenage Parent Program.

6. Evaluation, Follow-Up, and Feedback: An internal feedback system will be developed for studying the effectiveness of the program. A comprehensive evaluation plan will be developed with the assistance of a third-party evaluator. A follow-up survey of Bowling Green High School graduates (1973-76) will be conducted.

EVALUATION

Locally developed attitudinal surveys will be utilized to conduct an internal evaluation, including a follow-up design for senior high school graduates, and a feedback system for the elementary and secondary schools.

An evaluation model will be developed with the assistance of a third-party evaluator. Evaluation plans will provide information via standardized instruments.

COMMUNICATION

A project brochure will be developed for dissemination to visitors and others interested in Career Education. Information regarding the program will be sent to parents at the beginning of the school year. Career Education features will be included in the local newspaper as part of the City Schools' News Page (published every other month). The "Career Education REVIEW" newsletter will be published by the project once each month, September 1978-May 1979. The Bowling Green City Schools will serve as a State Visitation/Demonstration Site for Career Education. Booklets of Career Education units and activities will be published for dissemination.

DEMOGRAPHIC INFORMATION

Levels/Groups Served	K-12 students		
Type of Area Served	Small-town suburban		
Number of Persons Served	K-7	2,205	
	8-9	715	
	10-12	1,028	
Minority Groups Served	Black	15%	
	Oriental	1%	
	Spanish surname	1%	
Income Distribution	Under $5,000		25%
	$5,000-9,999		34%
	$10,000-14,999		28%
	$15,000-19,999 > $20,000 or more		13%
Special Populations	Handicapped		4%
	Gifted and Talented		4%

CULTURAL INSTITUTIONS AND CAREER EDUCATION: BUILDING COMMUNITY COLLABORATION

Cultural Education Collaborative
Boston, Massachusetts

Assistance Contract Award from Career Education Program for:
8/1/78 - 7/31/79
$125,000
Assistance Contract No. G0078C0012

PROJECT DIRECTOR: Stephen Marcus
Deputy Director
Cultural Education Collaborative
164 Newberry Street
Boston, Massachusetts 02116
(617) 267-6254

PARTICIPATING INSTITUTION(S):

Boston: Boston Ballet, Boston Zoological Society, Children's Museum, City Stage Theatre, Community Music Center, Museum of Comparative Zoology, Museum of Transportation, Neighborhood Arts Center, New England Aquarium, Next Move Theatre, Theatre Company of Boston, Boston Public School System

Springfield: George Walter V. Smith Art Museum, Springfield Museum of Fine Arts, Springfield Science Museum, Springfield Symphony, Stage West Theatre, Springfield Public School System

MAJOR OBJECTIVES

This project is designed to effect incremental improvement in K-12 career education through an exemplary program which demonstrates the "Collaboration" of schools with the cultural community.

PROJECT ACTIVITIES

Consistent with the national movement toward greater involvement of community resources in career education, this project creates an exemplary model that will enable school systems in Boston and Springfield, Massachusetts, to improve their career education programs by extending and enhancing their involvement with the cultural resources (museums, performing companies, science and art centers, etc.), available in those cities.

Beginning with an initial teacher in-service training program, and coupled with a variety of career education programs recently developed by the participating cultural institutions, this project will allow students to explore a wide array of occupations, through direct interaction with the physical and personnel resources of the cultural community. Programs ranging from visits, to mini-courses, to internships will allow students to become aware of the diverse and comprehensive occupations within and related to the cultural community.

EVALUATION

The general approach of the evaluation is to develop a matrix, which lists objectives and then surveys possible documentation methods (tests, observations, questionnaire, interview, records, program products, etc.), selecting the one or several methods that are appropriate for each objective. A data collection schedule is then developed, decisions about who (program personnel, or evaluation staff) will collect the data are made, and the evaluation is then carried out in conjunction with the program. The final analysis of the data is the responsibility of the evaluation staff. The matrix and data collection schedule are designed by the program participants and the evaluator at the program's outset.

COMMUNICATION

In the early stages of this project, articles describing the nature and scope of the training program will be written and submitted to a number of educational and cultural journals. Articles will also be written for local city newspapers.

In the latter stages of the project, presentations will be scheduled for state conferences of professional organizations (i.e. School Superintendents, School Committees, teachers of English, etc.). Joint meetings will be held with the business and labor communities in Boston and Springfield to discuss the implications of this model in their sector.

A final report describing the program will be circulated to regional career education coordinators throughout the state, and nationally through the Career Education Information Center.

In addition, information about new programs in career education generated as a result of this training project will be included in CULTURE CONNECTION, the Cultural Education Collaborative's computer information system. This system will allow teachers and students to get up-to-date information on exhibits, curriculum kits, teacher workshops, courses for students, etc. available at cultural institutions throughout Massachusetts.

DEMOGRAPHIC INFORMATION

Levels/Groups Served----------	K-12 students, parents, teachers	
Type of Area Served----------	Urban	
Number of Persons Served----------	K-12	2,000
	Parents	150
	Teachers	60
Minority Groups Served----------	Black	40%
	Hispanic	10%
Income Distribution----------	Median Income	$10,000
Special Populations----------	Handicapped	7%

CAREER EDUCATION IN SCOUTING/USA

National Office - Boy Scouts of America
North Brunswick, New Jersey

Assistance Contract Award from
Career Education Program for:
8/1/78 - 7/31/79
$160,000
Assistance Contract Award No.
G0078C0041

PROJECT DIRECTOR: Eugene C. Bowden
Boy Scouts of America-218
Rts. 1 & 130
North Brunswick, New Jersey 08902
(201) 249-6000, Ext. 248

PARTICIPATING INSTITUTION(S): National Office - Boy Scouts of America
Denver Area Council - Boy Scouts of America
Thomas A. Edison Council - Boy Scouts of America
Union Council - Boy Scouts of America

MAJOR OBJECTIVES

1. Exploring - As a result of the Career Seminars, participants in the Exploring unit, will:

   (a) Increase their awareness of alternate lifestyles and rewards from volunteer and paid work.
   (b) Increase their knowledge of specific career areas.
   (c) Increase their ability to control what happens to them in life through application of decision-making skills.

2. Scouting - As a result of the use of Scout merit badge materials that contain Career Education elements, participants will increase knowledge of specific careers.

3. Cub Scouting - As a result of revisions to Cub Scout advancement materials and suggested activities, materials will be capable of enhancing career interest and knowledge among Cub Scouts who will use these materials.

PROJECT ACTIVITIES

1. POST ACTION IDEAS: Develop in the "Post Action Ideas" series more careers, including handicapped.

2. IN-SCHOOL CAREER SEMINARS: Select three pilot Councils to conduct In-School Career Seminars in three schools (one regional, one city, and one private, coed) and evaluate the learning with a pre/post test, and 90-day career awareness survey including handicapped.

3. CAREER INTEREST SURVEY: Provide councils with a computer program, card decks, etc., that they could use when they conduct their career interest surveys in the spring of 1979. An information flyer will be written giving councils directions on how to use the standardized survey. Also provide a guide for school personnel in the use of the survey results.

4. MERIT BADGES: Three "weak" subjects will be revised to improve them and three "strong" subjects will be tested with a pre/post test and a 90-day test to determine their effectiveness.

5. CUB SCOUT LITERATURE MODIFICATION: Review the Far West Lab study of Career Education content in Cub Scout literature and establish priorities or infusing Career Education recommendations into this material. As materials are revised, include Career Education concepts. Utilize a reaction panel of educators, Cub Scout leaders, Career Education leaders, handicapped consultants, and selected Boy Scouts of America to review for relevancy and utility revised materials.

EVALUATION

Objective 1: Develop, conduct and evaluate a validated test covering: awareness of industrial and business lifestyles, world of work orientation, available reward from volunteer and paid work, and the synergy between business, society, education, and government. Conduct these tests in conjunction with Career Education seminars. These would be a pre/post and 90-day test.

Objective 2: Develop, conduct, and evaluate a short survey test covering awareness of career elements contained in three merit badge materials where the full assessment indicated a strong education focus. Conduct these tests at three sites in conjunction with Scouts earning the merit badges. There will be a pre/post, and 90-day test.

Objective 3: Develop individual rating forms for all revised materials and activities to assess the Career Education concepts. Select a panel and submit revised materials for evaluation. Record data and comments.

COMMUNICATION

"In-School Career Seminars" booklet and "Post Action Ideas in 21 Careers" will be sent to interested persons upon request.

Results of all projects will be published in "Professionally Speaking."

Revised materials will be presented at the Regional All Hands meeting in September 1979.

DEMOGRAPHIC INFORMATION

Levels/Groups Served	2-12 and leaders	
Type of Area Served	Urban and city	
Number of Persons Served	2-8	300
	9-12	640
Minority Groups Served	Not Available	
Income Distribution	Not Available	
Special Populations	Handicapped	20%

PROJECT LATTICE: LEARNING AND TEACHING THROUGH IMPROVED CAREER EDUCATION

Board of Education
Bronx, New York

Assistance Contract Award from
Career Education Program for:
7/1/78 - 6/30/79
$100,174
Assistance Contract Award No. G0078C0031

PROJECT DIRECTOR: Selma Stone
Board of Education
Community School District 10
3961 Hillman Avenue
Bronx, New York 10463
(212) 220-8393

PARTICIPATING INSTITUTION(S):

MAJOR OBJECTIVES

To demonstrate effective methods and techniques in career education and to develop exemplary career education models.

PROJECT ACTIVITIES

1. Infusion of career education information in major curriculum areas
2. Staff development workshops
3. Utilization of community resources
4. Development of career education resource centers in individual schools
5. Parent contacts
6. Publication of a Career Newsletter

EVALUATION

Comparison of reading and math data for fifty students per school from March 1978 and March 1979 tests.

Development of student and counselor interview protocol for random selection of 10 male and 10 female students, and 5 counselors. Pre and post data to cover:

Career awareness of students
Relevancy of high school to careers
Desire of students to participate in high school educational planning

Pre and post multiple choice "World of Work" and career skill tests to be administered to 30 participating and 30 non-participating students.

Discussion by 20 participating students of meaning of randomly selected business forms.

Pre and post test concerning career education purposes, materials, and knowledge to be administered to participating teachers.

In-depth data to be collected for one school as part of "Integrations of Career Education" analysis.

COMMUNICATION

Quarterly newsletters describing Project LATTICE activities distributed to students, parents and teachers of participating schools.

Presentation of Project LATTICE information at staff conferences, local school board meetings, and reports to the community.

Distribution of periodic LATTICE Bulletins to community agencies and representatives.

DEMOGRAPHIC INFORMATION

Levels/Groups Served----------Junior High School, Regular and Health Classes, Grades 8 & 9

Type of Area Served----------Urban - Unique in New York City in that it is three tiered, one predominantly white and middle to upper middle class, a second in transition from predominantly Italian, Irish and Jewish to being replaced by Black and Hispanic and to a lesser extent Albanian and West Indian, and a third predominantly Black and Hispanic.

TECHNICAL ASSISTANCE IN EVALUATING CAREER EDUCATION PROJECTS

National Testing Service
Durham, North Carolina

Procurement Contract Award from
Career Education Program for:
9/20/77 - 6/20/78
$27,190
Procurement Contract Award No.
300760312

PROJECT DIRECTOR: Dr. A. Jackson Stenner
National Testing Service
Crost Building
2634 Chapel Hill Boulevard
Durham, North Carolina 27709
(919) 493-3451

PARTICIPATING INSTITUTION(S): Fifteen model Career Education sites were selected from those projects funded by the Office of Career Education in 1976-77.

MAJOR OBJECTIVES

To complete data analysis and reporting of a project, started in 1976, whose objectives were:

1. To improve the quality of evaluations conducted by OCE-funded career education projects through the provision of intensive technical assistance in fifteen project sites.

2. To identify, as a result of this technical assistance effort, a field tested model which can be used by other career education projects funded by OCE in future evaluation efforts.

PROJECT ACTIVITIES

Fifteen promising career education project sites were evaluated in 1976-77 with the technical assistance of National Testing Service. A common evaluation design was developed which was used in each of the projects. In addition to the common evaluation component, a unique evaluation design was developed for each project. By employing both a common design for the composite of all the projects and a unique design for each project, the information needs of individual project managers, as well as national program managers, were met. The nine learner outcomes of career education were related to procedures used in the sites. Participating sites were selected from those funded by the Office of Career Education of USOE in 1976-77 in their efforts to assist in the improvement of career education in grades K-12. A major residual effect of the project activities was the training of participating site personnel in each of the fifteen sites in the details of the Information Based Evaluation (IBE) model.

Three major activities took place during 1976-77: (1) Training of local project directors and USOE personnel; (2) development of common and unique evaluation design; and (3) data collection. Data analysis and reporting took place in 1977-78.

In the first major activity each local project director and appropriate USOE personnel took part in a 2-day training session in Durham, N.C., during July 1976. The session provided the participants a working knowledge of the overall project design and an understanding of the operation and implications of the Information Evaluation (IBE) system.

The second major activity was the development of a common evaluation design and unique designs for each site. In order to accomplish this, there was an on-site visit to each site to work with local personnel in the development of a unique evaluation design. The information gained in developing the local evaluation designs allowed for a more comprehensive common evaluation design for the entire project.

In order to implement both the common and unique evaluation designs, testing and data collection took place in September and October 1976, and again in May 1977. In all data collection, appropriate coding was used to insure individual school system confidentiality.

The final major activity will be the presentation of the evaluation findings to site and LEA personnel and to OCE. A unique final report for each of the LEA projects, as well as a common evaluation report for USOE, will be prepared.

EVALUATION

No formal evaluation of the NTS effort is called for in the contract.

COMMUNICATION

The final common evaluation report and an Executive Summary will be available through the Office of Career Education, USOE, at the end of the project.

A DEMONSTRATION: EFFECTING INCREMENTAL IMPROVEMENTS IN K-12 CAREER EDUCATION

The National Center for Research in Vocational Education Columbus, Ohio

Assistance Contract Award from Career Education Program for: 7/1/78 - 6/30/79 Assistance Contract Award No. G0078C0019

PROJECT DIRECTOR: Dr. Brian Fitch
Senior Research Specialist
The National Center for Research
in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210
(614) 486-3655

PARTICIPATING INSTITUTION(S):

Salinas Union High School District, Salinas, CA
Philadelphia Public Schools, Philadelphia, PA
Charleston County Schools, Charleston, SC
Madison Public Schools, Madison, WI
Milwaukee Public Schools, Milwaukee, WI
Gwinnett County School District, Lawrenceville, GA
New York Public Schools, New York City, NY
Tucson Public Schools, Tucson, AZ
Detroit Public Schools, Detroit, MI

MAJOR OBJECTIVES

1. To determine how to implement a district-wide comprehensive career education program after it has been developed and field tested.

   a. To demonstrate and document the installation of the Career Exploration Program and the Career Planning System in the five Alliance for Career and Vocational Education school districts in which field testing has already taken place.

   b. To evaluate the effectiveness of the comprehensive installation process.

2. To determine how to transfer effective career education programs from school districts that have them to school districts that need them.

   a. Implement the Career Exploration Program and the Career Planning System and evaluate their effectiveness with students and staff in four school districts not previously involved with the Alliance for Career and Vocational Education.

b. Demonstrate and document the process involved in implementing the programs in the four additional school districts.

PROJECT ACTIVITIES

Project activities will begin in the summer of 1978. Nine school districts will be selected to participate in the demonstration project. Career education directors and coordinators from the nine districts will meet at the National Center in late summer to develop procedures for implementing career education programs in their respective school districts. They will also participate in an inservice which will prepare them to conduct staff development sessions in their local school districts. One hundred eighty sets of classroom materials will be produced for distribution to the school districts. These materials will include the Career Planning System and the Career Exploration simulations designed for students in grades 7-9. Versions of these materials have been adapted for students in EMH programs and Spanish-speaking bilingual students.

In preparation for the implementation of the career education programs, each participating school district will conduct staff development sessions for teachers and administrators in the fall of 1978 and begin implementation of the demonstration project programs in late fall. During the winter and early spring of 1979, they will develop installation plans for the 1979-80 school year and host career education conferences for regional educational agencies.

After implementation of the career education demonstration programs has been completed, the National Center staff will interview school district personnel to determine the effectiveness of the installation process. Results of the interviews will be reported in case studies. Student and teacher evaluation data will also be analyzed and reported.

EVALUATION

Objective 1: To determine the effectiveness of staff development sessions in training teachers to use the career education materials.

Instrument: A criterion test containing both cognitive and affective items.

Objective 2: To determine the effectiveness of the program materials.

Intruments: Student post-tests (containing both cognitive and affective items) administered to experimental and control groups.

Teacher evaluation forms containing program content and process items.

Objective 3: To determine the effectiveness of the installation efforts in meeting proposed goals.

Instruments: Tests for assessing inservice effectiveness.
Tests for assessing program effectiveness.
Case studies compiled using interview data.

COMMUNICATION

Two volumes of case studies: The first volume will describe the installation processes in school districts that have participated in the program before; the second will describe these processes in districts that are participating for the first time.

Final report: A report describing project and evaluation results.

DEMOGRAPHIC INFORMATION

Levels/Groups Served	Students in grades 7-9, teachers, administrators, counselors	
Type of Area Served	Urban, rural, suburban	
Number of Persons Served	Students:	4,680
	Teachers:	180
	Administrators:	36
	Counselors:	45
Minority Groups Served	Black:	40% (est.)
	Spanish-speaking:	13% (est.)
Income Distribution	(Estimated)	
	Under $5,000	35%
	$5,000-$9,999	30%
	$10,000-$14,999	20%
	$15,000-$19,999	10%
	$20,000 or more	5%
Special Populations	EMH:	21%
	Gifted and Talented:	5%

UPPER ARLINGTON SCHOOLS COMPREHENSIVE CAREER EDUCATION PROJECT

Upper Arlington Schools
Upper Arlington, Ohio

Assistance Contract Award from
Career Education Program for:
10/1/78 - 9/30/79
$110,000
Assistance Contract No. G0078C0027

PROJECT DIRECTOR: Nancy Losekamp
Upper Arlington Schools
1950 North Mallway
Upper Arlington, Ohio 43221
(614) 486-0621

PARTICIPATING INSTITUTION(S): Upper Arlington Schools
The Ohio State University
Columbus Public Schools Vocational Education Program

MAJOR OBJECTIVES

1. All students in grades K-12 of the Upper Arlington School System will be involved in career education during the school year 1978-79 on a continuing basis through knowledge, attitude, and skills. Activities planned by each teacher will be based on selected learner outcomes.

2. A comprehensive K-16 career education program consisting of six components will be reinforced through three major approaches: (a) curriculum infusion, (b) guidance oriented strategies, and (c) career education activities. The program will involve students, teachers, administrators, support personnel, parents, university personnel, and community, business and industry leaders.

3. Within the above broad objectives, three specific objectives will be emphasized: (a) to develop more fully the career guidance dimension K-12, (b) to further develop and reinforce career education infusion at the secondary level, and (c) to expand the focus on school-community collaboration.

PROJECT ACTIVITIES

In each of the seven elementary and two junior high schools teachers have demonstrated an initial implementation of career education activities infused in all subject areas. These activities continue to be consistent with the Ohio Developmental Areas Schema and the objectives planned according to the USOE Ten Learner Outcomes. All career education activities will be planned, conducted and evaluated with the career education staff.

A planned organization for career education will be reinforced consisting of K-6 Motivation, 7-8 Orientation, 9-10 Exploration, 11-12 Career Preparation, Placement and Follow-Up, 13-16 Pre-Service Teacher Education, and Teacher Career Development components. Three approaches will be used within these components: Curriculum infusion, guidance oriented strategies, and career education activities. In each component and in each approach specific activities will be targeted for students, teachers, administrators, support personnel, and parents, community, business and industry personnel. All of these activities will be documented and logged to provide a description of an ongoing comprehensive program.

Specifics within the above activities will be the development of an expanded career guidance role in the career education program K-12. Strong emphasis will also be placed on career education at the secondary level with attention given to a comprehensive effort at infusion of career education activities within each subject area at the junior and senior high schools. A continued emphasis on the newly developed placement and follow-up system will be a major activity area. A third area of focus deals with expansion of school-community collaboration activities to include the larger metropolitan area surrounding the Upper Arlington community.

EVALUATION

Thirteen objectives were developed for the program for the 1978-79 school year. The first nine objectives reflect four of the program components. These would include in each (a) a formative evaluation-based objective focusing on the program process and (b) a summative evaluation-based objective based on student learner outcomes. Each of these reflects the purposes of the program component for which it was developed.

One other objective reflects the specific emphasis for the current year on the guidance thrust. Another set of objectives reflects the teacher development component which is divided into two parts: (a) teacher education of university students coming into the school system for their own field experience and (b) the personal/professional development of the teachers themselves. The final objective involves the career education program infused with community education.

The emphasis this year will be on the responsibility for the formative evaluation assumed within the program, and a comprehensive plan for summative evaluation to be assumed by a third party evaluation team.

COMMUNICATION

A major goal of the program for this year is dissemination. A full time Career Education Coordinator for the elementary schools has been hired to facilitate the development of materials and activities at this level. In addition, the high school internship position has been filled with a communications specialist working half-time to provide expertise in the development of multi-media products. At all levels a Career Education staff priority will be to formalize the procedures and activities initiated in the first two years of the project. Further expansion of the community collaboration activities will enlarge the arena for dissemination beyond the local community.

Interested persons are encouraged to visit the project and receive assistance and information. A final report will be distributed to the U.S. Office of Education. An evaluation report will be made available at the conclusion of the project. Upper Arlington Career Education staff will participate in other career education workshops and conferences while other career education practitioners will participate in Upper Arlington Career Education conferences and workshops.

DEMOGRAPHIC INFORMATION

Levels/Groups Served	K-16 Students; Teachers, Counselors, Administrators, Parents; Business/Industry Persons		
Type of Area Served	Suburban		
Number of Persons Served	K-6		3,224
	7-9		1,599
	10-12		1,793
	13-16		550
	Teachers		414
	Counselors		13
	Administrators		21
	Parents		10,000
	Business/Industry		375
Minority Groups Served	American Indian		.1%
	Black		.3%
	Oriental		1.5%
	Spanish Surname		.4%
Income Distribution	Under $5,000	.9%	(No further
	$5,000 or more	99.1%	breakdown available)
Special Populations	Handicapped		11%
	Gifted and Talented		9%

A PROJECT TO DEMONSTRATE INCREMENTAL IMPROVEMENTS IN A K-12 CAREER EDUCATION PROGRAM THROUGH AN EXEMPLARY (COMPUTER-RETRIEVAL) MODEL

Northwest Tri-County Intermediate Unit
Edinboro, Pennsylvania

Assistance Contract Award from
Career Education Program for:
10/1/78 - 9/30/79
$75,400
Assistance Contract No. G0078C0028

PROJECT DIRECTOR: David G. Minnis
Northwest Tri-County Intermediate Unit
252 Waterford Street
Edinboro, Pennsylvania 16412
(814) 734-5610

PARTICIPATING INSTITUTION(S): The following school districts will participate: Northwestern, Union City, Millcreek, Fort LeBoeuf, Harbor Creek

MAJOR OBJECTIVES

1. Demonstrate the effectiveness of a computer retrieval system as a vehicle to aid 18 teachers (K-12) in individualizing and weaving career concepts into academic instruction. (Process)

2. A sample of 33 elementary students will improve in reading and math achievement as well as career development, after participating in the activities provided through their teachers' utilization of the computer retrieval system. (Learner)

3. Provide career development for 33 students of the special populations of Northwest Tri-County Intermediate Unit region. (Process)

4. Increase by ten the number of community and school groups to be introduced to the goals and definitions of career education, while focusing specifically on the roles of each respective group. (Process)

5. A sample of 18 secondary students will demonstrate growth in career decision making and development, and an enhanced self-concept after participating in the processes and experiences provided them through the efforts of the Youth Employment Demonstration Projects and the career education project. (Learner)

6. Demonstrate increased school cooperation with and utilization of community resources, and cooperative participation of the community in career education processes and activities. (Process)

7. Continue the development of a K-12 comprehensive system-wide plan to incrementally implement career education in one district. (Process)

PROJECT ACTIVITIES

During the fall of 1978 a group of secondary teachers and counselors will meet for Career Education inservice sessions. This group, in conjunction with the K-8 teachers inserviced during the 1977-78 project year, will form a career education task force. The functions of the task force will be to assist in the inservicing of other teachers and to disseminate information. Career education computer-retrieval resource units will be made available to all task force members.

Six career information days for Erie County eleventh and twelfth grade gifted students will be interspersed throughout the year. A pilot group of five eighth grade learning disabled students will also participate in career education activities integrated with academic subjects.

Greater community and school interaction will be facilitated through various means: coordinated efforts with Youth Employment Demonstration Projects, the newly established community resource guide, computer retrieval units and community presentations. Presentations to community and parent groups will take place throughout the year.

Development of a K-12 career education plan will continue in Northwestern school district. Curriculum revision will be the chief focus of the year's activities.

EVALUATION

Objective 1: A descriptive evaluation will be made utilizing the data collected through examining meeting attendance records, questionnaires, and activity logs maintained by teachers, project coordinators and evaluators.

Objective 2: A pre-test/post-test control group experimental design will be employed. A sample of 50 students will be evaluated utilizing standardized tests, and individualized career tests, questionnaires, teacher curriculum files and observations. Statistical analysis will be made of the results.

Objective 3: A descriptive design will be employed in collecting data to determine the success of serving the special population students. Surveys, logs, and student interviews by third party evaluators will be the data collection techniques used.

Objective 4: Surveys, questionnaires, records and logs of project coordinators will be utilized by third party evaluators in determining the success of this objective.

Objective 5: The evaluation will utilize descriptive and experimental analyses considering data collected through standardized tests and questionnaires completed by employers of the YETP students.

Objective 6: A descriptive evaluation will be made utilizing questionnaires, coordinators' logs of activities and interviews with involved personnel. Third party evaluators will determine degree of success.

Objective 7: Third party evaluators will consider data from questionnaires, observations, interviews, all records and logs related to the objective. The evaluation will be descriptive in nature.

COMMUNICATION

All issues of the project newsletter and a descriptive brochure will be disseminated to all other project directors. A final evaluation report will be submitted to the U.S. Office of Education for dissemination.

Dissemination will also be made through information networks such as ERIC (Educational Research Information Clearinghouse), NIE (National Institute of Education), and RISE (Research and Information Service for Education).

DEMOGRAPHIC INFORMATION

Levels/Groups Served	K-12 students, teachers, counselors, administrators	
Type of Area Served	Rural, small town, suburban	
Number of Persons Served	K-6	79
	7-9	5
	10-12	66
	teachers	50
	counselors	12
	administrators	18
Minority Groups Served	None	
Income Distribution	Under $5,000	13%
	$5,000-9,999	38%
	$10,000-14,999	31%
	$15,000-19,999	15%
	$20,000 or more	3%
Special Populations	Handicapped	3%
	Gifted and Talented	26%

CEDA - CAREER EDUCATION DEVELOPMENT ADVENTURE

Unitah School District
Vernal, Utah

Assistance Contract Award from
Career Education Program for:
8/1/78 - 7/31/79
$58,000
Assistance Contract No. G0078C0026

PROJECT DIRECTOR: Dr. Colleen Colton
Director of Curriculum
Unitah School District
635 West 200 North
Vernal, Utah 84078
(801) 789-0020

PARTICIPATING INSTITUTION(S): Unitah School District Schools

MAJOR OBJECTIVES

1. A comprehensive career education community involvement curriculum model will be developed and implemented for grades K-12 for the Unitah School District.
2. Elementary school students will acquire fundamental concepts of career awareness.
3. Secondary school students will participate in career exploration and career preparation activities.
4. Secondary students may begin to implement their choices in on-the-job training programs.
5. Indian career education materials and Home-School Portable Career Education packets will be developed.

PROJECT ACTIVITIES

1. A needs assessment of students, teachers and parents will be conducted.
2. A comprehensive career education curriculum outline with behavioral objectives for each area, K-12, will be developed by the District Career Education Curriculum Committee.
3. Career education resource centers will be established in each secondary school, and a mobile unit for all district elementary schools will be put into operation.
4. The parents and the business community will become acquainted with the project and its goals. Resource files of willing participants, i.e., speakers, tours of businesses, and "hands on" packages and projects, will be developed.

5. A program of staff inservice will be developed.

6. Junior high school career education exploration classes will be implemented.

7. Home-School Portable Career Education packets will be developed by parents, teachers and aides.

EVALUATION

The evaluation design will utilize a pre-test, post-test, criterion-referenced format, supervised by an external evaluation team of career education experts. The evaluation design will include both product and process evaluation and will place equal emphasis on both. Student learning will be measured by the pre- and post-tests and the quality of the programs will be monitored by the external evaluation team.

COMMUNICATION

Information regarding the project will be disseminated at local and state career education meetings. Information and copies of all materials developed will also be sent to interested institutions upon request.

DEMOGRAPHIC INFORMATION

Levels/Groups Served----------	K-12 Students, Parents & Community		
Type of Area Served----------	A geographically remote rural county		
Number of Persons Served-------	K-6	2,880	
	7-9	1,172	
	10-12	816	
	Teachers	214	
	Counselors	4	
	Administrators	17	
Minority Groups Served---------	American Indian		12%
	Mexican American		2.5%
	Oriental		.5%
Income Distribution----------	Under $5,000	19%	
	$5,000-9,999	38%	
	$10,000-14,999	20%	
	$15,000-19,999	9%	
	$20,000 or more	14%	

Profiles Of Projects In Category 2

Effective Methods and Techniques: Senior High School, Community College, Four-Year College and Adult and Community Settings

MOUNTAIN VIEW SENIOR HIGH SCHOOL MODEL CAREER EDUCATION PROGRAM

Mesa Unified School District #4
Mesa, Arizona

Grant Award from Career Education Program for:
07/01/78 - 06/30/79
$90,000
Grant Award No. G007802036

PROJECT DIRECTOR: Dr. Carolyn D. Raymond
Center for Career Development
Mesa Unified School District #4
549 North Stapley Drive
Mesa, Arizona 85203
(602) 962-7329

PARTICIPATING INSTITUTION(S): Mesa Unified School District #4

MAJOR OBJECTIVES

1. Increase the knowledge and improve the attitudes of educators participating in the project regarding career education and improve their use of community resources.

2. Increase the knowledge and improve attitudes of students participating in the project regarding understanding the self and others, the world of work, decision making and goal setting.

3. To develop and prepare for distribution to educators and lay persons alike, a written description of the model senior high school career education program.

PROJECT ACTIVITIES

The purpose of this project will be to demonstrate the most effective methods and techniques of career education in the senior high school setting.

This project will incorporate at one site all of the components of a comprehensive career education/guidance program including a systematic approach to counseling, placement, and follow-through programs currently existent in the district in addition to the components of a community resource service, work exposure/experience programs, various cooperative education programs as well as a knowledge of and commitment to the principles of career education throughout the total curriculum as emphasized in staff development activities.

The model senior high school career education program will be implemented through two approaches. One, focusing on the adults who interact with Mountain View High School students, is known by the acronym CIIP (Career Integration Implementation Program to meet objective #1). The other will focus directly on students attending

Mountain View High School. A career laboratory called "The PLACE" (Preparation for Life Activities Center to meet objective #2) will be established.

EVALUATION

In essence, this project is a "change" model which allows for revisions in procedures as test data influence decision points. Thus, the evaluations of objectives one and two are both formative and summative in nature.

Objectives 1 and 2: Increase in knowledge and changes in attitude will be measured through the use of pretests and post-tests. Increase in the use of community resources will be measured through the use of a resource usage data collection instrument and comparing this result to data recorded for the same group for a period preceding the impact of this project.

Objective 3: A document describing the model senior high school career education program will be evidence of the accomplishment of this objective.

In addition the project will use the expertise of Policy Studies in Education as a third party evaluator for the program.

COMMUNICATION

A final evaluation report which documents the final evaluation of objectives one and two and the publication which is evidence of objective three will be disseminated to career education practitioners nationwide. A news release and flyer will be prepared for nationwide distribution. Invitations will be sent to visitors during the demonstration period.

DEMOGRAPHIC INFORMATION

Levels/Groups Served	10-12 Students, Teachers, Counselors, Administrators, Parents, Community Leaders	
Type of Area Served	Suburban	
Number of Persons Served	Students	1500
	Other	500
Minority Groups Served	American Indian	2.63%
	Black	1.24%
	Spanish Surname	9.63%
	Oriental	.73%
	Other	.03%
Income Distribution	Under $5,000	15%
	$5,000-$9,999	23%
	$10,000-$14,999	29%
	$15,000-$19,999	14%
	$20,000 or more	19%
Special Populations	Handicapped	11.2%
	Gifted and Talented	.2%

TOWARD COMMUNITY GROWTH: A RURAL CAREER EDUCATION MODEL

Lohrville Community School District
Lohrville, Iowa

Grant Award from U.S. Office of Education
Career Education Program for:
07/01/78 - 06/30/79
$21,517
Grant Award No. G007802037

PROJECT DIRECTOR: Dr. Roger A. Baskerville
Superintendent of Schools
Box 276
Lohrville, Iowa 51543
(712) 465-3415

PARTICIPATING INSTITUTION(S): Lohrville Community Schools

MAJOR OBJECTIVES

1. Senior students in the Lohrville Community School District will develop a general knowledge of local history, local socio-economic conditions, and local rural philosophies.

2. Senior students in the Lohrville Community School District will develop an awareness of local career opportunities, and citizens of the Lohrville Community School District will realize the need for hiring and retaining local youth within the District if the Community and the K-12 School System are to grow and prosper.

3. Attitudes of senior students in the Lohrville Community Schools will be assessed concerning local career occupations, the local community, and education in general. In addition to the Lohrville students, the attitudes of senior students in six similar-sized districts will be assessed concerning local career occupations, the local communities in which they live, and education in general. The major objective, therefore, is to have the Lohrville senior students show a significant increase attitudinally toward local career occupations, their local community and education in general on a pre-post testing basis following the "Toward Community Growth" project, as opposed to a 'no significant attitudinal' increase for those six schools in the control group.

PROJECT ACTIVITIES

The senior students of the Lohrville Community High School will meet for one week of in-class activity September 25 through the 29. The class will replace the traditional senior government class for this one-week period. Activities will include the following: 1) Lectures and discussions on Lohrville history; 2) lecture and discussions on rural socio-economic conditions, the psychology of living within, and adjusting to rural lifestyles; a general knowledge of rural philosophy in the local

area; and, 3) filmstrips on past and present community builders.

Following the one-week introductory class period, students will work for two weeks at an occupation in the local school district. Students and occupations will be assigned on the basis of interest, aptitudinal tests, guidance counselor-student-project director counseling, and occupational availability within the local school district. Resource personnel within the local district will serve as on-site 'teachers,' guiding and helping the senior student with his/her career education occupational experience. The resource person will provide one-half of the student's two-week grade; senior high faculty members will provide the remaining 50 percent of the two-week grade following occupational visitations and counseling sessions with the student.

From October 16 through October 20 senior students will reassemble for a second week of in-class discussion concerning their recently completed 'local' career education occupational experience. The students will be asked to complete a Student Occupational Experience Report and resource personnel will be asked to complete a Resource Personnel Report. The senior high guidance counselor will then discuss the occupational experience and the reports with both the student and the individual resource person.

The process will be repeated during the spring semester utilizing the same format: In-class activity April 2-6, and April 23-27, with a two-week, local occupational experience, April 9-20 sandwiched in-between. Depending on the revised and re-assessed attitudes of the students, the same local occupational experiences may or may not be repeated.

EVALUATION

Objective 1: Students will be post-tested on September 29 following the one week of in-class activity. The test will consist of a locally prepared objective/subjective examination. Analysis of the exam will be both descriptive and statistical. Criteria for success will be a passing mark determined by the Project Director.

Objective 2: Students will be post-tested on October 20, 1978 and April 27, 1979 following the fall and spring in-class and occupational experiences. The test will consist of a locally prepared essay examination and senior faculty/resource personnel reports. Data analysis will be an analyzation of the test's subjective and descriptive segments. Criteria for success will consist of the completion of both semesters' occupational experiences and positive resource person, senior faculty member reports.

Objective 3: Students in the experimental group and the control groups will be pre-tested in the fall on or around September 25, 1978 and post-tested in the spring on or around April 27, 1979. The data collection instrument will consist of a five-point Likert Attitude Scale. Data analysis will be descriptive, whereas there may or may not be statistical significance at a pre-determined alpha level concerning positive student attitudes toward local career occupations and local communities.

COMMUNICATION

Final results of the project will be available during the fall of 1979. Copies may be acquired free of charge by writing to the Project Director.

DEMOGRAPHIC INFORMATION

Levels/Groups Served	Local Senior Students, District Businesspersons		
Type of Area Served	Rural		
Number of Persons Served	Local Senior Students		28
	Local District Businesspersons		50 plus
Minority Groups Served	None		
Income Distribution	$0 - $9,999	20%	
	$10,000 - $14,999	32%	
	$15,000 - $19,999	42%	
	$20,000 or more	6%	
Special Populations	Handicapped	0%	
	Gifted and Talented	4%	

DISCOVERING YOU: CAREER GUIDANCE PROGRAM FOR JUNIOR HIGH STUDENTS

Island Resources Foundation
St. Thomas, Virgin Islands

Grant Award from Career Education
Program for: 7/1/78 - 6/30/79
$138,483
Grant Award No. G007802035

PROJECT DIRECTOR: Ted Ledbetter
Island Resources Foundation
P.O. Box 4187
St. Thomas, Virgin Islands 00801
(809) 775-3225

PARTICIPATING INSTITUTION(S): Island Resources Foundation
WTJX-TV (public education television station in the V.I.)
Virgin Islands Commission on Youth

MAJOR OBJECTIVES

Junior high age youngsters in the Virgin Islands will acquire increased skills to help them:

1. identify key facts that relate to making a career choice
2. objectively analyze personal abilities as they relate to career choices
3. recognize the impact of education and training on entering a career area
4. rationally plan a career based on factual information and on a personal assessment of one's skills and interests.

Selected segments of the local Virgin Islands community will become more aware of their potential role in reinforcing the career education skills to be communicated.

PROJECT ACTIVITIES

1. During the fall of 1978, we will produce a series of 12 half-hour television programs. Each program will cover a broad occupational field. Most of the programming will be videotaped documentary-style on location in the Virgin Islands. In the spring of 1979, each program will be broadcast twice a week over WTJX-TV Channel 12, St. Thomas, for a total of 12 weeks, followed by a second 12-week cycle.

2. A Teacher's Guide to supplement the video presentations will be concurrently published in the local press. Teacher Orientation Workshops will also be conducted just before the first broadcast in order to explain the project and to distribute the Teacher's Guide.

3. Project staff will work with a pre-selected target audience of junior high age students who will serve as the key evaluation group.

4. Local community groups will be coordinated to serve as sources of additional information as well as a source of resource people to meet and work with students. These groups will also arrange for students to make on-site visits to various local businesses.

EVALUATION

Objective A:

1. Telephone survey of 200 or more television viewers to determine audience size, primary and secondary reach and content-transfer effectiveness.

2. Anonymous project-developed questionnaire for teachers and test group staff to provide direct feedback.

3. Pre and post broadcast testing of target group (approximately 42 youngsters), using standard evaluation instruments to determine behavioral outcomes.

Objective B:

1. Telephone survey of 200 or more television viewers to determine audience size, primary and secondary reach and content-transfer effectiveness.

2. Interviews with members of community groups to determine audience response for additional information, resource people and field trips.

COMMUNICATION

A set of 12 video cassettes (3/4 inch tape) plus promotional material will be available at a cost to be determined in the spring of 1979.

A 12-section Teacher's Guide will be printed in the local press.

A series of orientation workshops will be held to familiarize teachers with the program and of the availability of supplemental career education materials.

A final evaluation report of the project will be available in August 1979 upon request for the cost of printing and postage.

DEMOGRAPHIC INFORMATION

Levels/Groups Served	7-9 grade students, parents, teachers, and others	
Type of Area Served	Rural, small town, suburban, small island	
Number of Persons Served	7-9	8,000
	Teachers	150
	Parents & community resources	7,000
Minority Groups Served	Black and Puerto Rican	
Income Distribution	Not Available	

COMMUNITY COLLEGE COMMUNITY CAREER RESOURCE CENTER

Arapahoe Community College
Littleton, Colorado

Assistance Contract Award from Career Education Program for:
10/1/78 - 9/30/79
$102,329
Assistance Contract Award No. G0078C0229

PROJECT DIRECTOR: Dr. Don Carson
Director of Career Education
Arapahoe Community College
5900 South Santa Fe
Littleton, Colorado 80120
(303) 794-1550 ext. 431

PARTICIPATING INSTITUTION(S): Arapahoe Community College
Arapahoe County Area Schools

MAJOR OBJECTIVES

1. To expand the resources of the career center by ten percent so that it may become more comprehensive in serving the needs of students, faculty and the community.
2. To expand the people resources of the career education resource bank by one hundred persons.
3. To provide alternative career education activities for three hundred persons at the college and/or in the community.
4. To assist twenty faculty members in the revision of existing curriculum to infuse career education concepts.
5. To provide a series of staff development activities for one hundred persons aimed at increasing their understanding about career education.
6. To develop six expanded career simulation units designed to broaden students' understanding about careers.

PROJECT ACTIVITIES

The career center director in concert with the staff will identify additional career education materials needed and increase the present materials by ten percent. A second service will be the availability of a computerized career information system. A third reference will be the production of two video programs concerning career education services through the resource bank and the career center.

The career education resource bank will be increased by one hundred persons. A technician will contact additional people in the community to serve as career education resource persons. The resource bank will inform students about the services available and assist them in meeting with people in the community. The resource bank will also be available to staff and others from the community. Identifiable services are in the form of 1) in class speakers, 2) shadow program resource, 3) field trips, 4) work exploration, 5) career advisors, 6) staff advisors, 7) cooperative career education, and 7) job development.

The career center will provide career development activities for three hundred persons. A self-paced career activity system will be used as the basic tool. During the first quarter an individualized self-paced system using video and/or slide tape will be developed for career development.

The infusion of career education concepts into the curriculum will be developed by twenty instructors. Group and individual seminars will be conducted to review existing curriculum for modification. Community persons will be asked to assist the staff in this process.

The staff development planned is directed at reaching all of the staff through a general orientation session followed up with divisional meetings on the topic of career education. These meetings will include community participation. Planning activities include a large workshop, a ten week seminar and a work exchange program.

The career simulation units will begin by identifying presently packaged materials that simulate work settings. The simulation experiences will be expanded to include the use of on-campus resources such as the electronic labs but expanded into related community resources.

This project also provides for a regional workshop to be provided during the Spring. Several community colleges will be invited to share their efforts in career education.

EVALUATION

Pre and post tests will be conducted with the staff and students within each activity planned in the project. Included within this process will be extensive interviewing of participants. The information gathered will concentrate upon the amount of information about career education that is attained.

Records will be maintained concerning career center use and a questionnaire will be used to determine reactions to the materials.

A third party evaluator is now in communications with the project director to outline the overall design of the components to be evaluated.

COMMUNICATIONS

A newsletter will be developed for the purpose of informing the college staff and community about the career education efforts. This will also be sent to other community colleges in the state.

Other communications will occur through staff, student and combined workshop-seminars planned in the project. This includes presentations throughout the community.

The region-wide workshop will be used to communicate all aspects of the projects.

A final report will be made available for all State Career Education Coordinators.

DEMOGRAPHIC INFORMATION

Levels/Groups Served	Secondary/Post Secondary Ages 15-70+	
Type of Area Served	Urban, rural, suburban	
Number of Persons Served	Approximately 1,000	
Minority Groups Served	Black	.6%
	Brown	1.9%
	Asian	.1%
Special Populations	N/A at this time	

CAREER EDUCATION IN THE COMMUNITY: A DEMONSTRATION PROJECT

Virginia Western Community College
Roanoke, Virginia

Grant Award from Career Education
Program for: 7/1/78 - 6/30/79
$100,000
Grant Award No. G007802024

PROJECT DIRECTOR: Dale S. Furbish
Virginia Western Community College
3095 Colonial Avenue, S.W.
Roanoke, Virginia 24015
(703) 982-7371

PARTICIPATING INSTITUTION(S): Roanoke Valley Consortium for Career Education, Roanoke City Schools, Roanoke County Schools, Roanoke College, Hollins College, Virginia Western Community College

MAJOR OBJECTIVES

The 21 separate objectives of the program can be condensed to the following:

1. Administrators and faculty will increase their knowledge about Career Education. Faculty will incorporate Career Education activities into their academic courses.

2. Students will indicate more certainty about occupational and educational decisions.

3. Students will utilize existing Career Education resources and will participate in occupationally oriented programs, such as Co-operative Education, at higher rates.

4. Residents of the Roanoke area will increase their knowledge about occupations and about career options.

5. Collaboration on Career Education activities will be demonstrated among employers, high schools and post-secondary institutions of the Roanoke area.

PROJECT ACTIVITIES

1. In-service workshops will be presented to each of the six academic divisions. Material in the session will emphasize the goals of Career Education and techniques for infusing Career Education into the classroom.

2. Emphasis on career considerations in the academic courses, special seminars and supportive programs will assist students to gain knowledge about themselves and work.

3. Recruitment efforts to enroll students, especially Liberal Arts students, in Co-operative Education will be undertaken. The Career Center will be actively used by the faculty who will also bring or refer their students to the Center.

4. Non-students of the Roanoke area will be exposed to occupational information and career material through mobile displays set up in public (off campus) settings, through radio programming over the Virginia Western owned and operated FM stations, through seminars offered for residents and through no-cost, individual career counseling.

5. Secondary and post-secondary educational institutions in the Roanoke area will share a computerized occupational and educational information system. Local employers will provide information for this system and act as resource personnel and provide material support.

EVALUATION

1. A pre-post project survey of faculty knowledge and attitude about Career Education will be made using a locally designed instrument. Faculty use of career education activities will also be monitored.

2. A standardized assessment of students' levels of decision making (Assessment of Career Decision Making) will be given on a pre-post project schedule.

3. Tallies of students' participation in and use of Career Education resources and programs on campus will be made.

4. Activities of the project directed to non-students will be monitored. Evaluation of seminars will be conducted through locally designed instruments.

5. Implementation of the computerized information system and other shared resources will be monitored. Use of shared resources will be monitored as will the number of employers involved.

COMMUNICATION

A conference for representatives from all of Virginia's twenty-three community colleges will be held in the spring, 1979. Emphasis will be on sharing of information and on useful career education approaches that are in operation in the various settings.

The final evaluation will be disseminated to all state coordinators of career education and will be available through the ERIC clearinghouse.

DEMOGRAPHIC INFORMATION

Levels/Groups Served	Grades 10-14; Adults	
Type of Area Served	Urban	
Number of Persons Served	Grades 10-12	2,000 est.
	Grades 13-14	3,000 est.
	Adults	500 est.
Minority Groups Served	Black	8%
Income Distribution	Under $3,000	3%
	$3,000-$6,000	44%
	$6,000-$9,000	7%
	$9,000-$12,000	8%
	$12,000-$15,000	11%
	$15,000-$18,000	7%
	$18,000 or more	20%
Special Populations	Handicapped	3%

COMMUNITY CAREER EDUCATION RESOURCE CENTER

Industry-Education Council of California
Burlingame, California

Contract from the Office of Career Education for:
10/1/78 - 1/31/80
$169,622
Contract No. 300780516

PROJECT DIRECTOR:

Catherine McEver/Lucinda Kindred
Industry-Education Council
of California
1575 Old Bayshore Highway
Burlingame, California 94010
(415) 697-4311 or (415) 567-6357

PARTICIPATING INSTITUTION(S):

Oakland Public Schools - K - Adult
California Employment Development Department
City of Oakland, Office of Manpower Training
National Alliance of Business - Oakland
Human Resources Development Institute
Oakland Community Careers Council, NMI
Peralta Colleges

MAJOR OBJECTIVES

1. Develop a descriptive catalogue of well known and acknowledged Community Resource Centers throughout the country.

2. To design a Community Career Education Resource Center (CCERC) to include: occupational information, referral, occupational simulation, teacher training, counseling and placement.

3. To implement the CCERC program design in Oakland, California.

4. To conduct a national conference to disseminate information about the experiences of the Center and to receive critiques from participants.

5. To prepare a monograph on the design and operation of a Community Career Education Resource Center.

PROJECT ACTIVITIES

An initial two-month planning process, involving the major participating agencies, will develop the service needs and an operation plan for a Community Career Education Center in Oakland, California. Simultaneously, a national survey will be undertaken to provide information about the services of other such Centers around the country.

Over the next fourteen months, a Center will be established, staffed, will gather information, identify client needs and provide career development service to unemployed youths and adults, in-school youths, teachers, counselors, and other service-providing agencies in the community.

In November, a National Conference for 100 participants will be held in Oakland to assess and critique the Oakland Community Career Education Resource Center activities.

The Oakland CCERC will develop a monograph describing its development and outcomes at the end of the 16-month contract.

EVALUATION

1. Comprehensive follow-up, phone, questionnaire, client forums, on the effectiveness of the Center in meeting client needs and/or referral agencies effectiveness in supporting client needs.

2. Formative evaluation carried out by outside program members with cooperative agencies to determine their view of Center service and effectiveness.

3. National Conference review and critique by outside parties.

4. Oakland Community Career Education Center monograph.

COMMUNICATION

1. Copies of the CCERC National Survey Catalogue will be produced and distributed by USOE/OCE.

2. Local information about the Center's operations will be communicated via TV, radio, newspapers, posters and brochures.

3. The National Conference.

4. 3,000 copies of the OCCERC "How To" monograph will be produced and distributed by USOE/OCE.

DEMOGRAPHIC INFORMATION

Levels/groups served----------In-school youths
Out-of-school youths and adults
Teachers/Counselors
Other Manpower Service Providing Agencies

Type of area served----------Urban Community

COMMUNITY CAREER EDUCATION CENTER PROJECT

Cooperative Educational Services
Norwalk, Connecticut

Grant Award from Career Education
Program for: 10/1/78 - 9/30/79
$65,000
Grant Award No. G007802019

PROJECT DIRECTOR: Dr. Donald Simpson
Cooperative Educational Services
P.O. Box 2087
11 Allen Road
Norwalk, Connecticut 06852
(203) 847-3876

PARTICIPATING INSTITUTION(S):
Department of Continuing Education/Adult Education
Bridgeport, CT
Department of Continuing Education/Adult Education,
Stamford, CT
Community and Educational agencies in Fairfield County
CETA-Stamford, Area Bridgeport CETA
Development Program (ABCD)

MAJOR OBJECTIVES

1. (process) To further develop and expand two model Community Career Education Centers located in major urban areas serviced by Cooperative Educational Services. Systems will be devised and maintained to coordinate the delivery of the Adkins Life Skills Employability Series and additional career educational development and guidance services utilizing increased collaboration with existing business-industry-labor organizations and educational and community agencies.

2. (learner outcome) Adult members of targeted populations will acquire knowledge, skills and attitudes to make effective career decisions (choose, find, get and hold jobs) through their engagement in a process of systematic career development, counseling, and experience.

PROJECT ACTIVITIES

By mid-September, in-place recruitment procedures will be installed to formulate groups of individuals from the urban communities of Bridgeport and Stamford, Connecticut. Learning laboratories will be installed in each Center through which adults will be provided access to a systematic program of employability skill instruction and counseling. Instructional and counseling responsibilities at each Center will be assumed by two trained and experienced Life Skills Educator/Counselors.

Continuous interaction will be initiated and maintained with existing community, educational, business/industry and labor organizations to develop increased opportunities for career education services and to coordinate the efficient utilization of existing resources through these linkages.

By the first week in November, 1978, both Centers will be operational and will continue for the duration of the project.

EVALUATION

Objective 1: A Discrepancy Evaluation Model will be employed. Local instruments and instrumentation developed at Teacher's College, Columbia University will be utilized to collect information pertaining to the installation of each Center. Descriptive statistics will be used to analyze and report findings with respect to the extent each Center was installed as intended.

Objective 2: A Discrepancy Evaluation Model will be employed. A combination written/videotaped pretest and post-test will be administered each adult participant for later analysis by a team of members representing local community agencies and organizations. Additionally, individual progress reports (written statements and rating scales) of each adult participant will be completed by the Life Skills Educators upon the participant's finishing each unit comprising the program. A participant questionnaire will be administered to each participant to collect information pertaining to his/her appraisal of the effectiveness (attainment of learner outcome) and acceptability (processes utilized) by the Life Skills Program.

COMMUNICATION

Cooperative Educational Services is in a uniquely effective position to disseminate information locally, regionally, and statewide. There are existing well-established communications networks with local communities, other regions within the state, and with State Department of Education personnel.

Specifically, the final report of the present project will document the precise procedures utilized, the outcomes obtained, and modifications needed; thus, it will serve as a manual for replication of the career education center concept in other locations. Special emphasis will be stressed upon documentation and recommendations pertaining to: (a) recruitment of adult participants; (b) infusion of Center concept into additional areas of education; and (c) collaboration with various community organizations in each regional community.

Articles will be submitted for publication through an in-house LEA Newsletter. Initial attempts will be undertaken to develop a revised set of curriculum guides for installing the Adkins Life Skills Employability Program.

DEMOGRAPHIC INFORMATION

A. Out-of-school youths, women returning to the job market, CETA employees, and minority groups will be served by the present project.

B. The project will be installed in two major urban areas in Fairfield County, Bridgeport and Stamford.

C-F. Specific information pertaining to these areas will be gathered as products of the process.

CAREER SERVICES FOR ADULTS: WORKER ACCESS TO EDUCATIONAL OPPORTUNITIES

The College Board
New York, New York

Grant Award from Career Education Program for: 10/1/78 - 9/30/79
$84,995
Grant Award No. G007802020

PROJECT DIRECTOR: Rexford G. Moon, Jr.
Managing Director
Future Directions for a Learning Society
The College Board
888 Seventh Avenue
New York, New York 10019
(212) 582-6210

PARTICIPATING INSTITUTION(S): The College Board in cooperation with the United Auto Workers (UAW) will fulfill the objectives of this project.

MAJOR OBJECTIVES

The project will design, establish, and disseminate a model in-plant based Study Organizer Center (SOC) to provide information and services to help employees understand the benefits of the tuition refund program, formulate their objectives, and match their personal/occupational interests with existing educational opportunities in nearby communities. In each of 8 plants in Ohio and Michigan, a Study Organizer Center with two Study Organizers in each Center will be set up to reach a total of 10,000 employees. Specifically, the learner outcomes intended and for which the program will be held accountable are as follows:

1. 80 percent of workers in the 8 industrial plants which have established an SOC will demonstrate familiarity with and knowledge about their company's tuition program, as evidenced by their ability to: (a) describe eligibility rules, (b) recognize accredited institutions as a prime requirement, (c) list the variety of courses that are acceptable, and (d) describe the amount of financial support available to them.

2. 40 percent of the workers in the 8 industrial plants which have established an SOC will schedule and meet with a Study Organizer at least once.

3. 20 percent of the workers in the 8 industrial plants which have established an SOC who schedule and meet with a Study Organizer at least once will be able to list two factors which led them to either use or not use their tuition refund program benefits.

4. 15 percent of the workers in the 8 industrial plants which have established an SOC will participate in the tuition refund program available in their companies as exhibited by their enrollment in a course or program in local educational institutions.

5. 50 percent of the workers in the 8 industrial plants which have established a SOC who complete a course or program during this project will demonstrate: (a) increased knowledge about educational offerings in their community, (b) interest in further use of their tuition refund program benefits, (c) understanding of the relationship of further educational preparation to job satisfaction and advancement, and (d) steps taken to motivate fellow employees to participate in the program.

PROJECT ACTIVITIES

1. Establish Advisory Panel

In addition to the College Board and the UAW staff, the project will seek the involvement of other individuals who represent a wide array of backgrounds and interests in both the development of information services for adults as well as educational programs in American industry. The panel will be convened three times during the course of the project to project plans, review formative and summative evaluation, and to make conclusions in order to recommend dissemination alternatives.

2. Select Participating UAW-Associated Companies

Eight plants will be selected in the two states of Ohio and Michigan for the development and installation of SOCs. The Education Department of the UAW will assume major responsibility for recruitment. The selection will be based upon: (a) diversity of manufacturing focus, (b) geographical distribution, (c) success in employee participation, (d) availability of nearby postsecondary institutions, (e) degree of receptivity and flexibility in adapting to the Study Organizer concept.

3. Determine Information Needs of Employees and Select Study Organizers

Using information drawn from such studies as the College Board's national survey of adult career counseling needs, UAW internal studies, and interviews with a random sample of employees, general conclusions can be made and used to formulate the basis for the development of the SOC. Study organizers will be chosen from the workers, recruited, and trained as educational advisors to deal effectively with the needs of his fellow workers.

4. Selection/Preparation of Resource Materials

Each SOC will need a number of materials to aid Study Organizers to effectively impart information. First, there will be catalogues of 2-year, 4-year and other educational institutions which offer courses acceptable to the tuition refund program. Other materials will include those containing information concerning career development designed specifically to deal with the needs of adults by encouraging consideration of advancement in their career through counseling, advisement, and information services.

5. Establish SOCs at Eight Sites

The installation will include such procedures as: (a) informing the workers of the role, responsibilities, and limitations of the Study Organizer, (b) providing space for the SOC, (c) maintaining a continuous "outreach" effort to all employees, and (d) establishing a schedule for the encounters between organizers and workers.

6. Provide On-Going Support to Study Organizers

Steady and frequent support will be provided by the project staff and trainers at nearby institutions in helping to develop courses for the workers, members of UAW Education Department, and others who become involved in the operation of the project.

7. Evaluate and Disseminate the Procedures and Outcomes of the Project

Both formative and summative evaluation will be carried out by the project staff. The College Board will disseminate the model program through various publications and documents.

EVALUATION

The College Board will commission Policy Studies in Education (PSE) to carry out the design and evaluation of this demonstration project. PSE will be responsible for both formative and summative evaluation procedures from the beginning of the project on October 1, 1978 through its completion September 30, 1979. In the development and demonstration effort proposed in this project, it is important that both assessment of the procedures used to influence worker utilization of tuition refund programs and the procedures used to create necessary products are carefully assessed and documented throughout the twelve months. Process or formative evaluation will be seen as a critical element of the evaluation design as the Study Organizer Center concept is planned. Summative assessment will be carried out by PSE both at the beginning of the project in order to collect baseline data, and most important, as the conclusion of the project to discover the actual changes on the target population. The changes which will be measured and for which the project will be help accountable are the five learner outcomes stated in Major Objectives.

COMMUNICATION

Information about the project will be disseminated continuously throughout the 12-month period. To keep business and labor groups up-to-date with the progress and effectiveness of the project, the College Board will work through such institutions as the American Manufacturers Association, the National Alliance of Businessmen, the Conference Board, the AFL-CIO and other major labor organizations, the Urban Coalition, etc. In order to reach those educational institutions which may be interested in developing relationships with those companies and labor organizations who have tuition refund programs, the staff will announce the effort through the College Board publications (including the College Board News and the College Board Review) which reach more than 1,300 postsecondary institutions. In addition, announcements will be prepared for the American Association of Community and Junior Colleges for distribution via their newsletters and magazines to more than 1,200 community college members.

At the conclusion of the project, the staff will compile and package the effective elements of both the Study Organizer training program and relevant SOC materials and information documents for nationwide distribution.

DEMOGRAPHIC INFORMATION

The levels/groups served, type of area served, income distribution, special population, and minority groups served are all indeterminable at this time. The number of persons served will approximate 10,000.

PROJECT ACE (ACADEMIC/CAREER EDUCATION)

University of Denver
Denver, Colorado

Assistance Contract Award from Career Education Program for: 7/1/78 - 6/30/79
$75,000
Assistance Contract Award No. G0078C0032

PROJECT DIRECTOR: Dr. Alvin Goldberg
Professor and Director of Graduate Studies
Department of Speech Communication
University of Denver
University Park Campus
Denver, Colorado 80208
(303) 753-2386

PARTICIPATING INSTITUTION(S): None

MAJOR OBJECTIVES

The project serves student needs for both academic excellence and career preparation by blending together the world of work and the liberal arts within educational programs at a multi-faceted university setting.

1. The University of Denver will continue to implement the faculty-department based career education program which, when fully implemented, will provide students with advising assistance and information on the career planning process and the relationship between education and work so that (1) students will make course and major selections with knowledge of how these decisions may affect career choices after graduation; (2) students will be assisted in identifying and developing the job entry skills needed for obtaining their first job out of school; (3) faculty will be assisted in obtaining career and job placement information needed to carry out their department advising plan, which can be used to alter course content, course offerings and major requirements; and (4) students will be provided with the widest possible range of opportunities to examine their goals and values and to become acquainted with career opportunity information on which to base their career decisions. Specific performance objectives include:

   a. Introduction of the career education concept to five additional departments of the university.

   b. Provide assistance to all fifteen departments for developing and implementing their own plans for career advising for their majors, the introduction of career course modules, field testing of student career seminars, and collecting career information.

   c. Field test the introduction of an interdisciplinary student seminar as a vehicle to carry career concepts to students.

d. Identification of operational and philosophical problems encountered in the second project year and to provide support, ideas, encouragement and assistance to the faculty.

2. The University of Denver will make institutional and organizational modifications necessary to integrate career preparation into academic programs by (1) expanding and developing faculty awareness and commitment to an integrated academic/work relationship; and (2) initiating programs for utilizing multiple resources and flexible approaches to teaching/learning processes within the academic departments with the collaboration of the business/labor/industrial/government community.

PROJECT ACTIVITIES

The project depends upon the Havelock model for departmental dissemination and college-level institutionalization. Project staff and faculty members within each department will determine the activities designed to accomplish the academic/career linkage. Activities will include: (1) informing advisors of career possibilities drawn from the experience of alumni and other community representatives; (2) establishment of a community advisory board; (3) conducting departmental seminars on the relationship of liberal arts to the world of work; (4) increasing the collaborative efforts of University staff and resources from the community to enhance student opportunity for academic/work-related experiences; and (5) development of departmental handbooks on career opportunities and competencies for a specific major.

Support will consist of: (1) assistance in developing faculty awareness and commitment to an integrated academic/work relationship; (2) university/community linkages; (3) input from campus career services; and (4) methodological and curricular revisions.

EVALUATION

Evaluation will be of three types: (1) short-term statistical, using post-assessment tools; (2) narrative, encompassing formative as well as project ending information; and (3) longitudinal data collection.

1. Short-term Statistical - Post-assessment attitudinal and substantive questionnaires will be given to students, faculty, community and staff involved in advising, seminars, workshops, and other activities. A comparative analysis of these activities will be done.

2. Narrative - The narrative evaluation will comprise project records and an account of organizational changes. These records will include 1) meeting with faculty and staff; 2) program proposals; and 3) project activities. The data will be incorporated into a final report along with project ending activities.

3. Longitudinal Data Collection - Recent graduates of liberal arts programs will be surveyed as to their met and unmet career education needs as students at the University. Students receiving project-developed career education information will be contacted after graduation to determine if the project's activities help meet their career needs. This will be the initial step of a longitudinal study to assess the project's activities.

COMMUNICATION

Communication will be of two types--(1) internal communication and (2) communications to interested institutions of higher education and agencies.

1. Internal Communication: Since the Havelock model of dissemination will be used, the internal dissemination of information will be a continual process.

2. External Communication: The tested and packaged model will be disseminated nationally by articles in professional journals and distributed to any interested party at cost. A final report of project successes and failures will be distributed free to all State Education Coordinators in October, 1979, and to others upon request, for the cost of printing and postage.

DEMOGRAPHIC INFORMATION

Levels/Groups Served----------University students, age range 18-21

Type of Area Served----------Urban

Number of Persons Served----------7,580

Minority Groups Served----------7.5%

Income Distribution----------Figures not available.

DEMONSTRATION OF CAREER INFORMATION CENTERS
IN POSTSECONDARY INSTITUTIONS

The College Board
New York, New York

Assistance Contract Award from
Career Education Program for
10/1/78 - 9/30/79
$75,000
Assistance Contract Award No. G0078C0013

PROJECT DIRECTOR: Carol B. Aslanian
Associate Director
Future Directions for a Learning Society
The College Board
888 Seventh Avenue
New York, New York 10019
(212) 582-6210

PARTICIPATING INSTITUTION(S): The College Board in cooperation with two 4-year postsecondary institutions

MAJOR OBJECTIVES

The project will design, demonstrate and disseminate a model campus-based Career Information Center (CIC) to meet the needs of adults for career and educational planning. Approximately 4,000 adults of the communities in which the two cooperating institutions are located will benefit from CIC services. The intended learner outcomes for the project are:

1. 75 percent of the adults who use the Center will attribute to the Center increased:

   a. understanding of their own interests, abilities, values, and goals,
   b. knowledge about available educational and skill-training opportunities,
   c. knowledge of facts about career trends, opportunities, and requirements,
   d. knowledge about sources of help in such related problem areas as financial support, discrimination, child care, and testing, and
   e. improved capability in developing and implementing their own career plans.

2. 60 percent of the adults who use the Center will be able to list agencies offering job or career help in their community.

3. 60 percent of the adults who use the Center will be satisfied with the Center overall, with the advice or assistance they receive, with the counselors who serve them, with the location and accessibility of the Center, and with the material resources available to them at the Center.

4. 60 percent of the adults who use the Center will plan to use the services of the Center more than once.

5. 75 percent of the adults who use the Center will recommend the services of the Center to others.

PROJECT ACTIVITIES

Five major activities will be carried out by the Project staff:

1. Design a Comprehensive Information and Career Counseling Center for Adults.

   The College Board will identify and select the major components of the CIC by gathering and reviewing information from a number of sources. The major components of the Center will be trained staff or advisors and appropriate material resources (both print and audiovisual). The Board will search for prior research activities as well as examine on-going adult career information services in other institutions and agencies in order to compile the potentially effective elements of the Center.

2. Establish a CIC in Each of the Two Postsecondary Settings.

   The College Board will work individually with each of the institutions to address and resolve areas of concern in establishing the Centers, such as:

   a. identification and characteristics of the target population,
   b. equipment and materials to meet requirements of the model,
   c. relationship of the Center to existing information and counseling services in the community, and
   d. useful and effective monitoring and assessment procedures.

3. Train and Prepare Staff for each CIC.

   Training carried out by the College Board staff in each of the two settings will focus on:

   a. proficiency in interviewing techniques and relationship skills,
   b. knowledge of the nature and organization of the world of work,
   c. knowledge of local educational and training programs, and
   d. proficiency in the use of career-related resource materials.

   The College Board will convene the staff of the two Centers at its headquarters midway through the project in order to allow the advisors/counselors to share experiences, insights, and express needs for further areas of training. Also, the Board will go out to each of the two institutions and provide direct training on site.

4. Pilot Test Effectiveness of each CIC.

   Each CIC staff will be asked to collect certain information from the adults who seek services from the Center. This will include the characteristics of individuals served, the types of services offered, the number of scheduled encounters

with individuals, the type of help or assistance provided, and satisfaction with the services offered.

5. Disseminate CIC Model Program.

   The College Board will disseminate the CIC model program through publications and with presentations to professional meetings. (See Communication for details.)

EVALUATION

The College Board will commission Policy Studies in Education (PSE) to carry out the evaluation of this demonstration project. PSE will be monitoring the program in all of its stages of development and meeting with staff to advise about changes that should be made as necessary. Most of the evaluation activities will focus on the pilot testing of the CIC model with some attention to evaluating the effectiveness of the Center on the adults being served. The summative evaluation will be based on a random sample of the adults who have used the service. Statements and testimonies from adults in the two Centers and daily logs and records will be the basic data sources. The summative evaluation procedures will gather the information necessary to determine whether or not the learner outcomes cited earlier (See Major Objectives) have been fulfilled by the project. The instruments to be developed by PSE will include:

a. an interview to be used with a sample of CIC participants in April and May, 1979; the data from these interviews will be used for providing formative information to the projects,

b. a telephone interview guide administered to a sample of CIC participants in August, 1979; the data from these interviews will be used for summative evaluation purposes.

Log records of the Center's advisors/counselors will be examined during on-site visitations in April and May, 1979.

COMMUNICATION

The successful components of the Center program will be documented and packaged for distribution nationwide. This would include the materials and other resources which the Centers contain, the type of staffing required and the necessary training for that staff, the particular outreach efforts which have been proven to be most effective, and the institutional decisions which need to be made in establishing such Centers. The College Board, itself, will play a significant role in disseminating the CIC model to postsecondary institutions. Specifically, through its regular publication documents, such as the College Board News and the College Board Review, the Board will announce the existence and availability of materials for the development of CICs to the more than 1,300 postsecondary institutions which make up the Board's membership. In addition, the Board will meet with organizations such as the American Association of Community and Junior Colleges, the American Council on Education and the American Association of Higher Education, and provide information

and orientation to the CIC model in order to promote and encourage further dissemination efforts. Also, news releases will be prepared for such national newsletters as "The Chronicle of Higher Education," "Education Daily," etc. Finally, the Board will orient and inform members of its six regional offices throughout the United States of the existence and availability of the model program.

DEMOGRAPHIC INFORMATION

Levels/Groups Served	All adults interested in Career and Vocational Education over the age of 25
Type of Area Served	Urban and Suburban
Number of Persons Served	Approximately 4,000
Minority Groups Served	Indeterminable at this time
Income Distribution	Indeterminable at this time
Special Populations	Indeterminable at this time

Profiles Of Projects In Category 3

Special Segments of the Population: Handicapped, Gifted and Talented, Minority and Low-Income Youth and for Reduction of Sex Stereotyping in Career Choices

THE PH CAREER INTERNSHIP PROGRAM: AN EXPERIENTIAL LEARNING CAREER EXPLORATION FOR BEGINNING PHYSICALLY HANDICAPPED UNIVERSITY STUDENTS

California State University
Los Angeles, California

Grant Award from Career Education Program
for: 7/1/78 - 6/30/79
$73,866
Grant Award No. G007802017

PROJECT DIRECTOR: Jose J. Gonzales
Career Development & Placement Center
California State University, Los Angeles
5151 State University Drive
Los Angeles, California 90032
(213) 224-2896

PARTICIPATING INSTITUTION(S): California State University, Los Angeles

MAJOR OBJECTIVES

The overall objective of the project is to bring together university-level handicapped students and local employers in a program of mutual career-related learning.

The objectives for the handicapped students are to expand perceived career options and career aspiration levels, and to increase students' knowledge of how academics relate to career options.

The objectives for the employers are to improve their understanding of how handicapped individuals might be employed in and contribute to their businesses, and to decrease objections and perceived barriers to handicapped persons as employees.

PROJECT ACTIVITIES

The central activity of the project is a part-time, four week placement of each handicapped student in a local business or professional setting. During this placement, the students will have the opportunity to participate in a work activity, observe/interview other workers in their area of interest, research career clusters and career paths and/or learn the organization of the company. Specific internship plans will be finalized on an individual basis for each student/employer dyad, as we hope to tailor the experience to individual career exploration needs.

Supporting the basic internship experience will be a series of several group workshops dealing with the theoretical, intellectual and affective correlates of the experience: the elements of career choice, how to maximize the learning in the experiential situation, dealing with the emotional aspects of the placement, academic planning in relation to career choice, etc.

We are also planning to use student volunteers as facilitators to help monitor the individual internship plans and insure that the placement experience proceeds smoothly.

EVALUATION

Both the student and employer objectives will be evaluated by pre- and post-testing and interviews. The instruments for this purpose are being developed this summer.

Our project has hired an outside firm to do the evaluation.

COMMUNICATION

The content and results of the program will be presented by project staff during April, May and June 1979 to a variety of concerned organizations such as the Los Angeles Chamber of Commerce, the Independent Living Centers in California, the Western College Placement Association and California Association of Post-Secondary Educators of the Disabled, among others.

The major products of the project will be the final project packet. This will be a complete written program model describing the components, program processes and evaluation. The packet should enable the user to duplicate the program at his/her site. This will be available at cost to all interested persons.

A product brochure which briefly describes the program and the final project packet will be widely disseminated to a list of colleges, employers and agencies dealing with the handicapped. These will be available June 1979.

DEMOGRAPHIC INFORMATION

The educational level of those served by the project is beginning college students from the geographic area served by California State University at Los Angeles. Approximately 25 physically handicapped students will participate in the project. Because the Handicapped Student Service Center does not keep records describing the minority profile of handicapped students nor income level, these data are not available at this time. Of those served by the project, 100% are handicapped.

PROJECT SPICE: SPECIAL PARTNERSHIP IN CAREER EDUCATION

A Career Education Program for Educable Mentally Handicapped Students
Volusia County Schools
Holly Hill, Florida

Grant Award from Career Education Program for:
07/01/78 - 06/30/79
$60,000
Grant Award No. G007802013

PROJECT DIRECTOR: Clinton M. Rouse
Career Education Coordinator
Volusia County Schools
Post Office Box 1910
Daytona Beach, Florida 32015
(904) 255-6475

PARTICIPATING INSTITUTION(S): Holly Hill Junior High School

MAJOR OBJECTIVE

To develop and demonstrate a replicable, transportable career exploration curriculum for junior high school age educable mentally handicapped students, involving all eight career education elements, primarily through interaction with non-handicapped junior high school students.

PROJECT ACTIVITIES

Project SPICE has eight (8) primary student performance objectives, each one related to an element in the National Standard Career Education Model. The delivery system for achieving these objectives includes six (6) project components or processes: 1) Peer Tutoring, 2) Community Career Consultants, 3) Career-Oriented On-Site Experiences, 4) Student Projects, 5) Parent Participation and 6) Classroom Instruction.

Peer tutoring involves pairing an educable mentally handicapped student with a non-handicapped student for prescribed learning activities such as planning career-oriented on-site experiences, developing student projects or mastering basic skills. These pairing arrangements are planned by the classroom teachers based on assessments of individual student needs and strengths. Peer tutoring is always a reciprocal process.

Community Career Consultants provide the link between project students and the business-industry-labor-professional-government community. They visit classrooms to talk with students about the world of work, and also act as hosts for Career-Oriented On-Site Experiences. Community Career Consultants are identified through Area Chambers of Commerce and other business, civic and professional organizations.

Student projects are developed by students working in pairs (educable mentally handicapped and non-handicapped). These projects usually deal with a particular occupation the students have studied or a Career-Oriented On-Site Experience they have shared. Typically, the projects are developed in a multi-media format, and are presented by the pair of students to the entire project group.

Parent participation in Project SPICE is essential to the program. Parent meetings are conducted regularly. Parents of project students have been provided copies of Career Education and Your Child - A Guide for Parents. This booklet outlines, by career education element, many activities which can be conducted in the home, and emphasizes the major role of parents in Project SPICE.

Classroom instruction is the catalytic agent for all other project activities. Classroom teachers and project personnel plan together on a daily basis, and meet regularly at least once each week. This interaction ensures that student progress toward mastery of project objectives is continuous.

EVALUATION

The project evaluation will include both formative and summative evaluation elements. The summative evaluation will be conducted by an external evaluator using a goal-free evaluation design. Formative evaluation will be conducted by an internal evaluator with results fed back to the project staff.

Summative: The summative evaluation includes both outcome and process measures. Project student performance will be measured before and after implementation of the project treatment. A non-project comparison group will also be tested before and after. Both pre-test and between group comparisons will be conducted. The process evaluation will include data collected from students, teachers, and parents. Direct classroom observation will be conducted on a monthly basis. Student and teacher process data will be obtained through questionnaires on a weekly basis. Information will be obtained from parents twice during the project.

Formative: Formative evaluation will be similar to the summative data except that it will be conducted by an internal evaluator with results fed back to project staff on a timely basis and in more depth than those from the summative evaluation. The formative evaluation outcome measures are built into the project delivery system. No additional data collection will be required of the project students and teachers. Non-project students will be asked to take progress tests three times during the year. Process data will be obtained from the data collection being conducted for the summative evaluation for both project and non-project groups. The data will be analyzed to determine: 1) the level of system implementation being obtained, 2) student progress in relation to the outcome objectives and 3) effectiveness of elements of the delivery system.

COMMUNICATION

Quarterly newsletters describing Project SPICE activities and processes will be published for distribution to all State Career Education Coordinators, District Career Education Coordinators in Florida, and each school in Volusia County.

Presentations of Project SPICE will be made to Florida Statewide Career Education Conferences in October, 1978, and April, 1979.

A summary evaluation of the project and descriptive information regarding project products will be provided to all State Coordinators of Career Education and to District Coordinators in Florida in August, 1979. Project products will be made available to these and other interested parties upon request for the cost of printing and postage.

DEMOGRAPHIC INFORMATION

Levels/Groups Served	Junior High EMH and Grades 7, 8, & 9	
Type of Area Served	Small town/Suburban	
Number of Persons Served	EMH	44 (approx.)
	Grade 7, 8, & 9	90 (approx.)
	Parents	206
	Black	unknown at this time
Income Distribution	Median income of families in service area is between $6,000 and $10,000 annually.	
Special Populations	Educable Mentally Handicapped	33%

IMPROVING CAREER EXPLORATION--HANDICAPPED

Iowa Department of Public Instruction
Des Moines, Iowa

Grant Award Contract from Career Education Program for: 10/1/78 - 9/30/79
$90,410
Grant Award No. G007802022

PROJECT DIRECTOR: Dr. Raymond E. Morley
Special Needs Section
Iowa Department of Public Instruction
Grimes State Office Building
Des Moines, Iowa 50319
(515) 281-3686

PARTICIPATING INSTITUTION(S): Twenty-four public school districts representing small rural and large urban schools

MAJOR OBJECTIVES

1. Establish that comprehensive exploratory programs can be made applicable in small community schools and to handicapped youth (mentally handicapped, learning disabled) by using various sources drawn from a national perspective and currently available in Iowa.

2. Establish counselor involvement in career exploration programs that is practical for small school districts and applicable to handicapped youth.

3. Demonstrate that a total hands-on exploratory program can be developed for in-school use by all students, including the handicapped, that adequately covers all fifteen cluster areas suggested by the USOE.

PROJECT ACTIVITIES

During the early fall of 1978, teachers in each school district will receive three days of inservice training on how to implement exploration activities and how to involve handicapped youth in the process. Meetings will be held in four separate regions in the state so that each school will have minimum travel time and easy access to the inservice training. Follow-up service will occur in each individual school district by contracting with persons to visit the schools and assist counselors, teachers and administrators to implement exploration programs. Likewise, each individual school will be visited to assist staff to implement evaluation.

Throughout the fiscal year all staff involved in the project will receive a monthly newsnote which will contain ideas on how to organize and manage exploration activities. The newsnotes will also be used as a sharing device to let persons know what is going on in other districts.

By the end of the year each school district will have implemented a total hands-on exploration program and supportive guidance activities. Educable mentally handicapped and learning disabled students will have been served in addition to other students.

Hands-on exploration will be provided through utilizing Project Discovery (work simulation packages involving student performance of activities drawn from the world of work), and R-3 (games and simulations linking academic subjects with the world of work). Guidance activities will be provided by utilizing the Career Information System of Iowa. Community-based experience will be provided with severely handicapped individuals by utilizing the Employer School Program (a system of contracting with business and industry to provide exploratory and/or training experience to school students in their places of business).

EVALUATION

The basic design of the program evaluation is a post-only, experimental-only design. The evaluation plan will document implementation. It will determine those activities deemed workable and perceived to be useful by students and staff. Analysis will identify elementary approaches and conditions relating positive reactions. It will also identify weaknesses and needs for further development.

Student impact will be measured on the basis of career maturity compared to equally matched handicapped groups on the basis of educational level and placement. The instrument "MADE" will be utilized for this purpose. Dr. William Majure from the Learning Resources Center in Red Oak will conduct all evaluation activities.

COMMUNICATION

A complete brochure will be developed on the project to identify project components, participants and evaluation results. The brochure will be disseminated throughout all schools in Iowa and to every state department in the nation.

Presentations on the project are planned at the American Vocational Association Convention and the Council for Exceptional Children Convention in 1979. Presentations will be scheduled at the state association meetings.

DEMOGRAPHIC INFORMATION

Levels/Groups Served	Students in grades 7-9; teachers; counselors; administrators	
Type of Area Served	Rural; urban	
Number of Persons Served	7-9	2,000
	Teachers	40
	Administrators	10
	Counselors	10

Minority Groups Served	Black	10%	
	Mexican American	5%	
	White	85%	
Income Distribution	Under $5,000		1%
	$5,000-$9,999		8%
	$10,000-$14,999		27%
	$15,000-$19,999		21%
	$20,000 or more		43%
Special Populations	Handicapped	31%	
	Gifted and Talented	18%	

INFUSING CAREER EDUCATION FOR THE HANDICAPPED THROUGH TOTAL SYSTEM INVOLVEMENT

Murray State University
Murray, Kentucky

Grant Award from Career Education Program for: 10/1/78 - 9/30/79
$124,261
Grant Award No. G007802029

PROJECT DIRECTOR: Dr. Doris Helge
Center for Innovation and Development
Murray State University
Murray, Kentucky 42871
(502) 762-3817

PARTICIPATING INSTITUTION(S): Twenty school systems in West Kentucky

MAJOR OBJECTIVES

As an extension of the 1977-78 Office of Career Education funded project, the major focus on infusion of career education for the handicapped into the university level curricula will continue and be expanded to include four Target Professional groups. These four Target Professional groups include specifically, 15 regular education practitioners, 15 special education practitioners, 15 pre-service teacher training faculty from the College of Human Development and Learning, and 15 pre-service educators from other colleges of Murray State University.

The project is seen as a process for creating systemic change; infusing career education for the handicapped into college-level curricula with the objective that university graduates so prepared will enhance career opportunities for the handicapped. Additionally, the in-service thrust will allow for demonstration of a project utilizing university resources and assisting practitioners in the modification and development of curricula to infuse career education for the handicapped into their classrooms.

PROJECT ACTIVITIES

Twenty participants from the 1977-78 career education project will be selected to assist project staff in working with Target Professional groups during the 1978-79 year. These Target Professional groups will learn to develop and implement those career education and career education for the handicapped concepts necessary for full implementation of the Career Education Incentive Act and P.L. 94-142.

During the fall of 1978, an Institutional Cadre of twenty 1977-78 project faculty will divide into pre-service, in-service, and curriculum development components. Workshops and individualized I.P.G.D. (Inter-Personal Growth and Development) endeavors are designed to enhance curriculum familiarity, consultative skills, and career education/handicapped concept formation of cadre members necessary for full

implementation of the Career Education Incentive Act and P.L. 94-142 in regular and special education settings. These pre- and in-service cadre members will in turn conduct workshops the following spring for Target Professional groups disseminating such skills and knowledge and enhancing the abilities of Target Professionals to provide appropriate career education for normal and handicapped students.

The computerized Management Information System developed during the 1977-78 project will be expanded and modified to include curriculum objectives and needs identified in in-service training settings and in colleges external to the College of Human Development and Learning. The Management Information System and the Career Education Resource Center will be available to assist pre- and in-service personnel in curriculum development and revision.

The Center for Innovation and Development (CID) Mini-University and Special Recreation Skills Development Programs for public school students will be utilized as experiential vehicles for faculty and students engaged in some of the above efforts. The Management Information System will consistently interrelate learning needs, faculty areas of expertise, and needs of the field.

In the fall of 1979 a national conference will be held at Murray State University to explore "The Role of Universities in Career Education for the Handicapped."

EVALUATION

Pre- and post-test data will be collected from Target Professionals regarding knowledge of common skills and attitudes regarding infusion of concepts of career education and career education for the handicapped into on-going college curricula. These data will be gathered by a variety of sources including a third-party evaluator, an internal evaluator, and project staff.

Evaluation of project impact on elementary and secondary school students will focus on the extent to which career education activity increases in target classrooms.

COMMUNICATION

As a major dissemination effort, the national conference entitled "The Role of Universities in Career Education for the Handicapped" will involve authorities from federal agencies and professional organizations with commitments to career education for the handicapped as presentors addressing major conference issues and implications of this project.

In addition, a users-adoptors manual will be available to other universities interested in the following:

1. Successful procedures of infusing concepts of career education for the handicapped into on-going college and public school curriculum;

2. Using a computerized Management Information System for optimally accomplishing such objectives; and

3. Using career education for the handicapped as a vehicle for total college or public school change (holistically individualizing education and relating it to the world of work).

Other dissemination vehicles such as major presentations, workshops, consultation and journal articles will be used during the project year.

DEMOGRAPHIC INFORMATION

Levels/Groups Served	University faculty and students, teachers, counselors, and administrators of twenty school systems
Type of Area Served	Rural and small town
Number of Persons Served	Core (20%) of faculty and students in six colleges of Murray State University--approximately 30 faculty and 800 pre-service students; in-service educators from twenty school districts

CAREER EDUCATION OF MENTALLY RETARDED CITIZENS

University of Maryland
College Park, Maryland

Grant Award from Career Education Program for:
10/1/78 - 9/30/79
$98,478
Grant Award No. G007802012

PROJECT DIRECTOR: Chip Beziat
University of Maryland
Center for Rehabilitation and Manpower Services
Jull Hall, Room 3115
College Park, Maryland 20742
(301) 454-3042

PARTICIPATING INSTITUTION(S): None

MAJOR OBJECTIVES

1. Eighty percent of the mentally retarded people within the validation sample will show increased understanding of their reasons for career choices.

2. Eighty percent of the mentally retarded people within the validation sample will positively identify career areas of high interest.

3. Sixty percent of the validation sample of mentally retarded persons will seek additional career information.

4. Eighty percent of a sample of mentally retarded persons using the materials will show an increase in understanding of career education concepts.

5. Eighty percent of a sample of mentally retarded persons using the materials will show an increase in understanding of career information.

6. Seventy-five percent of a sample of mentally retarded persons using the materials will show an increase in self-esteem.

PROJECT ACTIVITIES

1. Modify Holland's Self-Directed Search (S.D.S.) to be used effectively by mildly and moderately mentally retarded adolescents and adults.

2. Produce six audiovisual career information modules to provide additional information and exposure to appropriate working peer models in each of the six major areas of Holland's typology.

3. Administer two conferences and conduct training in the use of the materials.

4. Develop a manual on the use of the materials.

5. Prepare a monograph concerned with the modification of career education materials for special populations.

6. Submit project-related articles to journals with prospective readerships of both laypersons and career education practitioners.

EVALUATION

Methods of Evaluation:

1. The modification of the S.D.S. will be evaluated by:

   a. John Holland -- conceptual clarity.
   b. Committee of university educators -- integrity of design.
   c. Committee of career educators -- utility in career education programs.
   d. Users -- usefulness as a self-learning device.

2. The six career information modules will be evaluated through pre and post measures of both knowledge and interest by the third party evaluator.

3. The training conferences will be evaluated through pre and post measures of both knowledge and interest by the third party evaluator.

4. The manual of use will be evaluated by a committee of career educators for its clarity and utility.

5. The monograph will be evaluated by a randomly selected sample of the readership by the third party evaluator.

6. The articles for submission will be evaluated by the editorial staff of each potential publisher.

7. The learner outcomes will be evaluated through formal student testing.

COMMUNICATION

Products:

1. The Modified S.D.S.
2. The Six Career Information Units
3. The Manual of Use
4. The Monograph

Two conferences will be held after January 1, 1979. Information related to the specific sites and dates will be published in the Center's Newsletter, "Rehab. Resources."

DEMOGRAPHIC INFORMATION

A. The materials will be developed for use by adolescents (16 years or older) with consistently measured I.Q. and behavioral ratings which place them within the Mildly or Moderately Mentally Retarded diagnostic category and adults, within the same range, of any age.

B. The activities of the project will be conducted mainly within the states of Maryland, Virginia, West Virginia, Pennsylvania, Delaware and the District of Columbia, while the products will have national applicability.

C. The validation sample will contain a minimum of 100 individuals. The monograph will be mailed to 1,000 career educators. Sixty people will attend the two training conferences.

D. The project will focus upon the needs of disabled and handicapped individuals. Special attention will be given to the production of non-stereotyping and non-sexually biasing materials.

E. Income level is not a criteria for the project. However, in that disabled people traditionally enjoy few economic benefits of our society it is likely that the vast majority of disabled people served will come from lower income categories.

KHAN DU!: SUCCESS MODEL THROUGH TELEVISION FOR THE CAREER EDUCATION OF HANDICAPPED CHILDREN, PART III

KLRN-TV, Southwest Texas Public Broadcasting Council
Austin, Texas

Grant Award from Career Education for:
10/01/78 - 09/30/79
$249,021
Grant Award No. G007804734

PROJECT DIRECTOR: Charles Boyd
KLRN-TV, Khan Du! Project
Southwest Texas Public Broadcasting Council
Post Office Box 7158
Austin, Texas 78712
(512) 471-4811

PARTICIPATING INSTITUTION(S): The University of Texas at Austin
LEA's in the Austin-San Antonio area
All national, state, and local public and private agencies, organizations, and schools located in the Austin-San Antonio area which influence the lives of the handicapped individuals are being invited to participate. In addition technical assistance will be provided to two school systems to be identified by the Office of Career Education to field test five programs of the Khan Du! series.

MAJOR OBJECTIVES

1. To encourage the development of a positive self-image in handicapped children by showing similar others who are succeeding in life--in their chosen work and in daily living.

2. To help parents, teachers, and peers of handicapped children to see the potential that handicapped children have for living full and satisfying lives and for achieving in the world of work.

3. To model the principle of collaboration among schools, community groups and agencies and business/labor/industry as a means of encouraging the development of Career Education for the Handicapped.

4. To design and implement a national dissemination effort to maximize utilization of all components of KHAN DU project.

PROJECT ACTIVITIES

KLRN-TV is developing a series of four half-hour television programs showing successful handicapped role models in a variety of work settings and daily living situations. A hero-character, reminiscent of television's popular Kung Fu, will inspire handicapped children - as well as their parents, teachers, peers, and community - what the potential handicapped individuals have for living full and satisfying lives and for achieving in the world of work. Learning Resource Guides for use in the classroom, at home, and with community organizations, are being prepared to increase the impact and utilization of the programs.

Further dissemination of the programs may be accomplished by distribution through media libraries, regional education service centers and state offices of career education. Captioning will be provided for the total series. Major career education themes will be addressed in each of the seven programs.

The Khan Du! programs will be broadcast over the educational TV station in the Austin-San Antonio area to maximize the impact and utilization of these programs and materials.

COMMUNICATION

Captioned videocassettes of all programs will be available in October, 1979, for broadcast nationwide, as well as for non-broadcast use by specific organizations, schools, and training programs. Three programs produced during 1978 will be captioned early in the project year and available for dissemination. The Learning Resource Guides will be available to accompany the programs. A Teacher Training module will be developed to accompany the promotional packet.

Proposals have been submitted to the Council of Exceptional Children to disseminate the currently produced programs at both of their national conferences during the coming year.

The Final Evaluation Report will be distributed free to all State Career Education Coordinators in October, 1979, and to others upon request for the cost of printing and postage.

EVALUATION

In evaluating the project's second year, the emphasis will be on testing the programs' effects on both handicapped children and their peers. We will measure the effects of TV and printed materials on the disabled child's self-concept and perception of the world of work. With other children we will measure changes in awareness and attitudes toward disabled peers.

In the evaluation process, both children and adults will be asked for their opinions of the programs and printed materials. Students will be tested on attitudes, beliefs, and intentions that relate to self-concept and the child's relation to the job world. Testing will involve both experimental and control groups, tested before and after exposure to KHAN DU materials in a classroom setting, and will be done in the KLRN broadcast area and in two other parts of the country.

REFINEMENT, DEMONSTRATION AND APPLICATION OF EXPERIENCE-BASED CAREER EDUCATION FOR SECONDARY HANDICAPPED STUDENTS

Arlington Public Schools
Arlington, Virginia

Grant Award from Career Education Program for: 8/1/78 - 7/31/79
$75,000
Grant Award No. G007802164

PROJECT DIRECTOR: Ms. Mary V. Sigmond
Special Education
Arlington Public Schools
1426 N. Quincy Street
Arlington, Virginia 22207
(703) 892-4884

PARTICIPATING INSTITUTION(S): Arlington Public Schools

MAJOR OBJECTIVES

1. To serve a total of 30 handicapped secondary students (grades 10, 11, 12) during school year 1978-79 in a demonstration center established for the purpose of applying and refining an adapted version of Experience-Based Career Education (EBCE).

2. Through a training workshop and follow-up technical assistance provide opportunities for a minimum of 3 local school divisions in Virginia to receive technical training and assistance in adapting the EBCE model as an alternative program to meet the career education needs of handicapped secondary students.

PROJECT ACTIVITIES

During August 1978 the recruitment of 15 identified handicapped students for participation during the first semester in the EBCE model will be conducted in accordance with State and Federal regulations promulgated by P.L. 94-142. Similar recruitment activities will be conducted in December 1978 and January 1979 for another group of 15 students for the second semester.

The students will be at experience sites in the community three days a week and attend formal classes at a school facility two days a week. Activities will include adapting for each student long-term goals and short-term objectives in Individualized Education Programs (IEP) in the five areas specified for Adult Functional Competency based on the Adult Performance Level project (i.e. occupational knowledge, consumer economics, government and law, community resources, and health). Student learner outcomes will be evaluated on the criteria and method specified in the IEPs and as refined by project activities.

A total of 60 experience sites will be developed and maintained in the geographic area including private, federal, state and local organizations. Assignments of students to sites (2 per semester) will be based on their interests, abilities and task requirements at the sites and personal qualities.

The EBCE model will be presented to every local school division in Virginia through an outreach training workshop to be held in a central location. LEAs that wish to learn more about the model will be given technical training and assistance at the demonstration site by project personnel with assistance from the Appalachian Educational Laboratory. Experiences of start-up activities, operational plans and evaluation outcomes will be shared along with modifications of delivery techniques, strategies and curricular materials. These activities will end July 31, 1979.

EVALUATION

The first objective will be evaluated on an individual student basis. Learner outcome objectives will be the goals and short-term objectives specified in their IEPs. The goals and objectives will be based on the scope and sequence of the five knowledge areas included in the Adult Performance Level project. The evaluative criteria, methods and schedule will consist mainly of pre and post testing using standardized tests, criterion referenced measures, frequency of performance and student demonstrations. In addition, observational, interview, anecdotal and questionnaire procedures will be used to assess affective domains.

The second objective will be evaluated on the basis of stated outcome objectives (e.g., number of workshop attendees, adapter/adopters, quality of technical assistance) and by assessing staff effort and performance with regard to stated activities. Evaluation strategies will include: document review, observations, interviews, instrumentation and technical assistance questionnaires.

COMMUNICATION

Curricular materials consisting of goals and objectives based on the Adult Performance Level's five knowledge areas, suitable for use in developing IEPs (P.L. 94-142) will be mailed to interested LEAs in Virginia. First draft available 10/30/78; final draft 7/30/79. If requests from outside Virginia become too numerous a charge will be made for postage and reproduction.

In addition to the project sponsored workshops, invitations to appear on programs at meetings sponsored by professional educational and civic organizations will be actively recruited. Participation in at least 5 meetings is projected.

A final report of the project including start-up activities, operational plans and evaluation outcomes will be shared with all State Coordinators of Career Education, Directors of K-12 Incremental Projects in Career Education for Handicapped Children and Youth, and all interested LEAs in Virginia. Date available 8/30/79.

DEMOGRAPHIC INFORMATION

Levels/Groups Served	Identified handicapped students, grades 10, 11, 12 and their parents		
Type of Area Served	Suburban		
Number of Persons Served	Grades 10, 11 and 12		30
	Parents, approximately		30-60
	Secondary Special Education Teacher		12
Minority Groups Served	Black	35%	
	Spanish Surname	5%	
Income Distribution	Under $5,000		10%
	$5,000-9,999		25%
	$10,000-14,999		40%
	$15,000-19,999		15%
	$20,000 or more		10%
Special Populations	Handicapped	100%	

ARTS & ENTERTAINMENT CAREER CONFERENCE

Walt Disney Productions
Burbank, California

Assistance Contract Award from Career Education Program for:
07/01/78 - 06/30/79
$78,736
Assistance Contract Award No. G0078C0038

PROJECT DIRECTOR: Dr. John A. Anello
Walt Disney Productions
Disneyland Entertainment Education Program
1313 Harbor Boulevard
Anaheim, California 92803
(714) 533-4456, ext. 701

PARTICIPATING INSTITUTION(S): Approximately 100 art administrators from colleges and universities throughout the United States

MAJOR OBJECTIVES

1. Changes in offerings in college and university curricula will be implemented by acquainting university and college arts administrators with a work experience program in the entertainment field and by updating their knowledge of career options.

2. University and college deans of fine arts will learn of effective methods and techniques in entertainment career education for gifted and talented students and incorporate concepts into an action plan for implementing change on their campus.

3. Demonstrate the viability of jobs in the entertainment industry and show the disparities between educational curricula and job requirements to university and college deans of fine arts.

PROJECT ACTIVITIES

Two conferences of three days each, one at Disneyland and one at Walt Disney World, will bring approximately 100 deans of fine arts colleges, or heads of performing arts departments together with professionals in the commerical world of music, dance, and theatre to demonstrate the viability and reality of positions in the entertainment industry and show the experiences, knowledges, and skills requisite to those positions. We would try to expose them firsthand, from one of their own college arts majors, to the differences between what these students have been taught and what is required of a professional. Opportunities for discussion with professionals and observation of career possibilities in this industry would be provided.

The Conference was designed to permit maximum interaction between administrators of fine arts departments and professionals in the entertainment industry. As a forum for discussion and observation, the Conference initiates a process of personal re-evaluation which could induce change, so that these administrators become advocates for broader arts curricula and work experience programs. In addition to attending the Conference, the deans and heads of performing arts departments would be asked to hold an "Arts & Entertainment Career Seminar" for faculty and students on their own campus.

For this purpose, written and visual materials will be prepared by Disney's Media Department which will be designed to show professional job options in the broad entertainment industry and indicate the kind of background that is required to prepare for those positions. These materials would be made available to each of the universities and colleges that participate in the project.

EVALUATION

As part of the project, a third party evaluator, Dr. Darryl Laramore, Guidance/Career Education Consultant, Montgomery County Public Schools, was brought on board as soon as the project was launched.

A pre and post-test will be administered to deans and heads of performing arts departments before and after the Conference to determine their change of attitude which will be reflected by their willingness to indicate specific actions they plan to take. A pre and post-test will also be administered to faculty and students on a minimum of three campuses as part of their "Arts & Entertainment Career Seminar." Dr. Laramore will implement modification to these tests as needed.

Dr. Laramore will also conduct interviews with a random sampling of professionals in entertainment, students who participate in the seminars and art administrators, in order to assess the effects of the project activities upon them.

COMMUNICATION

A written and visual material package resulting from the Conference prepared by Disney's Media Dept., consisting of a written conference summary accompanied by a slide presentation will be ready by November 1, 1978.

Participating colleges and universities will be asked to host an "Arts & Entertainment Career Seminar." On each campus, the dean who attended the Conference, the student participant(s), and other appropriate persons will be invited to participate in a panel discussion regarding careers in the entertainment field and their implications for education in the arts.

It is also hoped that other industries will be stimulated and encouraged by Disney's initiatives in the career area to set up comparable projects in their own field.

DEMOGRAPHIC INFORMATION

Education age level served	Higher education level
Number of participants	100 art administrators, 100 students in work experience programs and 425,000 students in follow-up, on-campus seminars
Minority groups served	All races
Income levels of students	All levels
Special populations	Gifted & Talented. Out of an audition of 3,500 students in major cities throughout the U.S., 110 students were selected to participate in the Disney Work Experience Program.
Geographic area served	A concentrated effort was made to invite art administrators from colleges and universities throughout the U.S. who have, or have had, students in the Disney Work Experience program.

"IF I HAD ONLY KNOWN...": STUDENT AUTHORED CAREER AWARENESS PROFILES PRODUCED THROUGH A COMMUNITY BASED, EXPERIENTIAL LEARNING PROCESS

IDEAS
Nederland, Colorado

Assistance Contract Award
from Career Education Program
for: 7/1/78 - 6/30/79
$90,000
Assistance Contract Award No.
G0078C0008

PROJECT DIRECTOR: Brian Beun
Institutional Development & Economic
Affairs Service, Inc. (IDEAS)
Magnolia Star Route
Nederland, Colorado 80466
(303) 443-8789

PARTICIPATING INSTITUTION(S):

"Three Wire Winter," Steamboat Springs High School
Steamboat Springs, Colorado

"Ptarmigan," Montrose High School, Montrose, Colorado

"Mo'Olelo," Kapaa High School, Kapaa, Kauai, Hawaii

"Golden Hindesight," Wade Thomas Elementary School,
Red Hill Jr. High, Sir Francis Drake High School,
San Anselmo, California

Resource Development Internship Program, Western Interstate
Commission for Higher Education, Boulder, Colorado

MAJOR OBJECTIVES

Learner Outcome Objectives:

1. Learners will demonstrate increased self-understanding vis-a-vis their career potentialities, interests, and orientations.

2. Learners will demonstrate an increased knowledge of the process of researching various career possibilities.

3. Learners will demonstrate a thorough knowledge of one chosen career field.

4. Learners will demonstrate a proficiency in the skills listed in the Appendix titled "Keys to Skills on Competence Record for Researching/Documenting a Career Profile Series."

PROJECT ACTIVITIES

1. Each site team will be selected. Each team will include one teacher/advisor and one WICHE intern. Other individuals from the community as well as from each site school who can be helpful to the project can be included on each site team. These persons will be made known to the Field Coordinator/Training Specialist.

2. A workshop will be held at the commencement of the project which will cover the following topics:

   --the state of the art of understanding and teaching gifted and talented students.

   --the field of career education.

   --the use of COCIS and/or similar data research tools for developing career information.

   --project planning and management.

   --project evaluation

   --management of the WICHE interns.

   The workshop will be attended by all teachers/advisors and all WICHE interns plus as many involved students as are available and can be accommodated.

3. At each site at least ten student participants will be recruited and retained in the project.

4. Students will produce at least one career profile each.

5. Students will publish career profiles in the Foxfire journals.

6. The career profile activities will be integrated into the regular Foxfire class activities.

7. Career profile activities will be coordinated with available community resources at each site.

8. Career profile activities will be integrated with classroom activities at each site.

9. The career profiles and what is learned in the process of creating them will be disseminated locally at each site.

10. Career profiles will be disseminated nationally through the Foxfire network, through the ERIC system, and through the WICHE publication network.

11. A formative evaluation design will be implemented throughout the project.

EVALUATION

Objective 1: Students will be pretested on their self-perception vis-a-vis their future careers. The test will be administered by the Evaluation Consultant and/or the teacher/advisors and WICHE interns at each site. Teacher/advisors and intern records of student increases and a post test will be used to determine progress. Student journals will be evaluated to determine progress.

Objective 2: Through interviews and group discussion, teacher/advisors and interns will determine the level of knowledge of the processes of conducting career-related research that each student possesses at the beginning of the year. The student's developing understanding of the processes and sophistication in using different methods will be noted by teacher/advisors and intern assistants. The quality of the Career Profile produced by each student will be used as a final measure.

Objective 3: The pre-publication final draft Career Awareness Profiles will be examined against a rubric profile to determine adequacy of understanding of the career under investigation.

Objective 4: Students at each site will self-score and peer-test their skills listed on the battery beginning with a pretest in September and continuing periodically throughout the year. Randomly selected students will be tested and interviewed by the Evaluation Consultant.

In addition, unobtrusive measures such as parent interviews, follow-up interviews, and reactions of selected professionals and trades representatives, etc., to the published profiles will be used to help further evaluate the project.

COMMUNICATION

A minimum of 16 illustrated Career Awareness Profiles from the project sites will be available as off-prints from the four student produced magazines. WICHE college interns from each site will also contribute individual student case histories as part of an overall case study of the program to be published by IDEAS during 1979.

DEMOGRAPHIC INFORMATION

Levels/Groups Served	4-12 Students, teachers, counselors, school administrators, professionals, and trades.
Type of Area Served	Colorado - rural/small town mountains Hawaii - rural/small town coastal California - suburban/urban
Number of Persons Served	At least 60 but not more than 100 students as direct participants. 2,000-5,000 readers/users of the Profiles, national Foxfire network, and State Departments of Education.

Minority Groups Served----------Filipino, Oriental, Hawaiian
Income Distribution----------Poverty level to relatively affluent
Special Populations----------Gifted and talented, including disadvantaged (not less than 5%)

A GIFTED AND TALENTED PROGRAM FOR STUDENTS IN RURAL COLORADO

South Central Board of Cooperative Education Services
Pueblo, Colorado

Assistance Contract Award from Career Education Program for:
07/01/78 - 06/30/79
$120,000
Assistance Contract Award No. G0078C0010

PROJECT DIRECTOR: Kaye Hamm
Career Education Program
South Central BOCES
900 West Orman Avenue
USC Orman Campus
Pueblo, Colorado 81004
(303) 549-3295

PARTICIPATING INSTITUTION(S): South Central BOCES and San Luis Valley BOCES

MAJOR OBJECTIVES

1. By November 1, 1978 a process will be developed that meets the unique career education needs of rural gifted and talented students.

2. By January 1, 1979 four pilot sites will implement the process developed during planning and keep a record of the implementation.

Student Objectives

1. By June 1, 1979 the gifted and talented students identified in the pilot sites will demonstrate an increased awareness of the economic aspects, the cultural impacts, and the potential job market in their geographic area as measured by a pre-post test assessment.

2. During the time spent in this program the student will demonstrate:

   a. Good work habits
   b. Personal Career growth
   c. Improved communication skills

PROJECT ACTIVITIES

Innovative and exemplary career education activities will be explored to foster the growth and abilities of talented children within their cultural and environmental background, to be directly applicable to their daily lives. Accessible Rural Lifestyle Clusters will be explored for gifted and talented high school students to foster the development of applicable skills and knowledges which can be utilized in both the wider environment as well as that which is familiar.

These Rural Lifestyle Clusters will provide learning situations in the rural community that will introduce the student to rural community decision-makers in their fields of special interest where they will be taken seriously as peers by adults, given professional responsibilities, be able to apply classroom knowledge, and make personal career decisions.

EVALUATION

Process Objectives: To provide for a realistic evaluation, a qualified Third Party Evaluator will be an important part of the evaluation design.

Student Objectives: The following instructions have been considered for inclusion in the rural evaluation:

1. The Career Maturity Inventory developed by the California Test Bureau of McGraw Hill, Inc.
2. 1973 Stanford Test of Academic Skill, Level 2.
3. Rural Myth Inventory to be developed by the Third Party Evaluator.

Additionally, instruments will be designed to serve as indicators to the Teacher Coordinator as to whether or not the student participant is fulfilling the program objectives.

COMMUNICATION

A. At the end of the project, a slide tape presentation will be available for use by non-project rural districts in Colorado.

B. A brochure describing the project will be available by February, 1979.

C. At the end of the project, a description of the techniques developed will be available to any person or organization for the cost of reproduction and postage.

DEMOGRAPHIC INFORMATION

Levels/Group Served	11-12 Students, Administrators, Parents, Business & Labor	
Type of Area Served	Rural/Small Town	
Number of Persons Served (approx. numbers)	11-12	80
	Administrators	30+
	Parents	80
	Business/Labor	160+
Minority Group Served	Black	.01%
	Mexican American	40%

Income Distribution (Approximate)	Under $5,000	29%
	$5,000 - $9,999	40%
	$10,000 - $14,999	21%
	$15,000 - $19,999	8%
	$20,000 or more	2%
Special Populations	Gifted and Talented	100%

BRIDGE - BUSINESS RELATING TO INDUSTRY FOR THE DEVELOPMENT OF GIFTED EDUCATION

Yonkers Board of Education
Yonkers, New York

Assistance Contract Award from Career Education Program for: 8/1/78 - 7/30/79
$76,264
Assistance Contract Award No. G0078C0025

PROJECT DIRECTOR: Deborah Heller
Yonkers Board of Education
145 Palmer Road
Yonkers, New York 10701
(914) 963-4567, ext. 239

PARTICIPATING INSTITUTION(S): Board of Cooperative Educational Services of Southern Westchester (BOCES)
American Association of Gifted Children, New York, New York

MAJOR OBJECTIVES

Process Objectives:

1. To increase involvement of business and industry in the education of the gifted and talented secondary student.

2. To develop a model to be disseminated, in a booklet form, that will allow other Local Educational Agencies to integrate their efforts to involve business and industry in the education of the gifted and talented students.

Learner Objectives:

1. Participants will demonstrate increased knowledge of careers and decision making skills.

2. Participants will show a significant increase in self-confidence especially as related to career planning and ultimate employment opportunities.

3. Participants will increase their written and oral communication skills.

4. Participants will show positive growth in work-related habits.

PROJECT ACTIVITIES

1. There will be an increase in the involvement of business and industry in the career education of the gifted and talented in the school districts of Westchester BOCES II and Yonkers. This will be accomplished through:

a. a series of informal meetings with school administrators and staff

b. development of materials for business and industry to attune the business community to needs of gifted and talented students

c. student meetings to discuss the internship program, its goals and objectives

d. development of a mentorship-internship structure involving students in business and industry.

2. A booklet will be developed and disseminated to allow other Local Educational Agencies to integrate their efforts to involve business and industry in the education of the gifted and talented student.

EVALUATION

An outside evaluator will administer tests and scales as well as conduct data analysis. Evaluations will be formative and summative. Data for formative evaluation will be collected by the program coordinator and appropriate consultant, as well as local guidance personnel and/or independent studies teachers.

Pre and post tests will be administered to measure:

self-concept
career maturity
goal selection
self-appraisal
occupational information
problem solving ability

Participants, parents and employers will fill out questionnaires measuring reaction to and evaluation of the program.

Evaluation Resources:
A) Outside Evaluation
B) Guidance Personnel and Independent Study Teachers
C) Pre and Post Tests
D) Student Essays

COMMUNICATION

Materials: Booklet produced by American Association for Gifted Children to describe BRIDGE and disseminate materials.

Conferences: Student conferences will be held in the fall and early winter to discuss program goals and objectives.

Seminars for students, parents and business representatives will be conducted throughout the winter and spring.

Descriptive Project Literature: Monograph (in outline form) available now. Booklet, available in May, 1979. Final report, available June, 1979.

DEMOGRAPHIC INFORMATION

Levels/Groups Served----------11th and 12th grade students

Area Served----------Urban-Suburban

Number of Persons Served----------Urban 100
Suburban 100
Business/
Industry to be determined

Minority Groups Served----------In context of gifted and talented

Income Distribution----------Urban - median family income - $15,100 (1973 estimate)

Suburban - median family income - $18,500 (1973 estimate)

Special Populations----------Handicapped: In context of gifted and talented. Gifted and Talented - 100%

NATIVE AMERICAN CAREER EDUCATION DEMONSTRATION PROJECT

Far West Laboratory for Educational Research and Development
San Francisco, California

Grant Award from Career Education Program for:
07/01/78 - 06/30/79
$85,000
Grant Award No. G007802031

PROJECT DIRECTOR: Bela H. Banathy/Diana P. Studebaker
Far West Laboratory
1855 Folsom Street
San Francisco, California 94103
(415) 565-3284

PARTICIPATING INSTITUTION(S): San Francisco Unified School District American Indian Project, San Francisco, California.
Bureau of Indian Affairs, Phoenix Area Office, and Sherman Indian High School, Riverside, California.
McDermitt Combined School, McDermitt, Nevada.
Siskiyou County School District, Johnson O'Malley Program.

MAJOR OBJECTIVES

1. Assist demonstration sites in implementing selected Native American Career Education units;

2. Assist sites in developing long-range plans for a comprehensive Career Education program;

3. Assist schools and communities in developing a working relationship in which Indian parents and community members work with school staff on the Career Education program;

4. Develop community orientation materials, a workshop on Career Education Program Development for school and community personnel, and an Implementation Guide; and

5. Assist demonstration sites in disseminating the program in their regions.

PROJECT ACTIVITIES

This project will enable four schools typical of those serving Indian students (rural, small-town, urban, and boarding school) to implement and demonstrate the Native American Career Education Program, a series of twelve units in Career Awareness,

Orientation, and Exploration, targeted at Indian students at the secondary level. Project staff will work with school and community people at each site to identify resources, problems, and training needs relevant to career education for Native American students. Staff will help sites identify teachers and community members interested in the program and will develop a training workshop that can be used at each site. The project will provide guidelines for planning implementation of selected Native American Career Education units after the training, and will monitor their use. Staff will also assist sites to develop long-range career education development and implementation plans. Results will be analyzed and generic procedures identified. These procedures will be presented in an Implementation Guide. A final report will summarize project activities and accomplishments.

EVALUATION

1. Effectiveness of implementation strategies and units will be evaluated by means of pre-/post-tests, teacher logs, and attitudinal questionnaires.

2. The long-range plans developed by each site will be reviewed by the project staff, the project advisory committee, and school administrators and community leaders at each site, to ascertain coverage of career education content, feasibility, and appropriateness to community resources and needs.

3. Changes in school/community relationships will be documented by comparison of attitude statements and perceptions gathered from school and community people during needs assessment, and self-report, interview, and observation data collected during the project.

4. All materials developed will be reviewed by the project advisory committee and by Indian educators for feasibility and relevance. The training workshop will be evaluated via pre/post-test and attitudinal questionnaire for immediate effect and long-term usefulness.

5. The project will collect information on public interest in the program at the dissemination meetings and will tabulate reaction to announcements and articles.

COMMUNICATION

As the project progresses, staff will prepare articles on its aims and methods for the Journal of Indian Education and other appropriate publications. Towards the end of the project, each site will host a meeting of interested personnel from other schools/communities in its region. Individuals from each site able to serve as training coordinators for other sites will be identified. The project will produce tested and revised training workshop materials and an Implementation Guide which can be used as a package with the Native American Career Education units and Curriculum Guide by schools interested in implementing the program. These materials will be made available for the cost of printing, and will be submitted to ERIC.

DEMOGRAPHIC INFORMATION

Levels/Groups Served	students in grades 7-10, teachers, parents, some business and other community members	
Type(s) of Area Served	rural, small-town, urban	
Number of Persons Served	grades 7-10	270
	parents	12
	teachers	12
	other school staff	6
	other community	6
Minority Groups Served	American Indian	90%
	Spanish Surname	5%
	Other European	5%
Income Distribution	Under $5,000	25%
	$5,000 - $9,999	50%
	$10,000 - $14,999	15%
	$15,000 - $19,999	10%
Special Populations	Handicapped	10%
	Gifted/Talented	2%

PROJECT MOTIVATE

San Francisco School Volunteers
Community Resource Service

Career Education Grant From Office of Education for:
07/01/78 - 06/30/79
$50,000
Grant Award Number: G007802018

PROJECT DIRECTOR: Ms. Jody Wardle
San Francisco School Volunteers
135 Van Ness Avenue, Room 20-E
San Francisco, California 94102
(415) 864-4225

PARTICIPATING INSTITUTION(S): San Francisco Unified School District
San Francisco School Volunteers
More than 100 Ethnic or Cultural Community Agencies

MAJOR OBJECTIVES

1. To provide students with learning experiences that increase their awareness of ethnicity, build positive self-concept, reduce occupational stereotyping, and broaden career awareness.

2. To provide teachers with classroom ethnic, cultural and career resource programs and materials which serve to motivate student interest in learning by increasing understanding of relevance of school curriculum to the world of work and to assist students in setting goals.

3. To provide opportunity for effective interaction between the schools and parents, ethnic communities, business, labor and industry.

PROJECT ACTIVITIES

Project Motivate's central purpose will be to provide students with interpersonal experiences with ethnic, cultural and career resource volunteers who will supplement career education curriculum. Volunteers will be selected to inspire students to set future goals that reflect their interests and abilities without the roadblocks posed by career stereotyping. These programs will be available to every teacher in 32 target schools and to every grade level, K-12.

One teacher in each of the 32 schools will be identified to offer students a sequence of career education activities chosen from a model framework which incorporates cultural and career role models. Criteria for selection of model classroom teachers will be their commitment to providing a career education program involving members of

the community as a key component. Workshops will provide model classroom teachers with project orientation, guidelines for sequential implementation of career education framework, and the opportunity to share their own career awareness materials and activity ideas.

Project Motivate will develop a Directory listing volunteer cultural and career programs and will identify curriculum materials, classroom activities and community field trips to help students answer the questions: Who am I? What are my goals? and How do I prepare to meet them? Teachers will select and adapt these components into a career awareness experience of their own design.

EVALUATION

Objective 1: Model classroom students will complete a pre-test in October and a post-test in May measuring self-concept awareness as it relates to career awareness. Three different tests will be used, varied for the different grade levels and control groups similarly tested.

On-going evaluation will document effect of each classroom presentation on students in relation to cultural and/or career information gained; and increased positive awareness of students of the culture presented.

Objective 2: Model classroom teachers will complete a pre and post evaluation indicating awareness of career education concepts. A narrative and checklist format will document components of the career education model framework used by the teachers and evaluate the quality of the learning experience.

At least five teachers per target school will incorporate volunteer cultural and career presentations in their classroom curriculum.

Objective 3: Members of the community will be recruited for 1,000 classroom presentations between October, 1978 and June, 1979. The number of presentations and the percentage of minority representatives will be tabulated; as well as the quality of the experience for the volunteer.

COMMUNICATION

At the end of the school year, model classroom teachers will meet to evaluate model framework components and recommend those most effective for use at each grade level. The resulting model formats will be disseminated throughout the District and Bay Area on request the following school year.

Project Director will be available to participate in conferences, workshops or other meetings related to career education.

DEMOGRAPHIC INFORMATION

Due to the Redesign of the District, target schools have not all been selected and the figures included are estimates. The Redesign has affected a change in grade configurations, redistricting of students, reassignment of almost half the teachers and the closing of 22 schools.

Levels/Groups Served	Students K-5 — 19 Schools 6-8 — 10 Schools 9-12 — 3 Schools Teachers at the above schools. Community members (parents, ethnic community, business, labor and industry).
Type of Area Served	Urban
Number of Persons Served	K-5 5,400 6-8 8,000 9-12 5,150 Teachers: Minimum of 160 (classroom programs). 32 model classroom teachers. Community members: 1,000 presentations.
Minority Groups Served	Student enrollment statistics 1977-1978: Spanish Surname 14% Other White 22% Black 29% Chinese 18% Japanese 1% Korean 1% Filipino 9% American Indian .6% Other Non-White 5%
Income Distribution	(Only statistic currently available.) 22.1% of San Francisco's student population are AFDC (Aid to Families with Dependent Children).
Special Populations Served	Handicapped Gifted and Talented Bilingual USA Newcomers Percentage not yet available.

URBAN CAREER EDUCATION PROJECT

Detroit Public Schools
Detroit, Michigan

Grant Award from Career Education Program for:
07/01/78 - 6/30/79
$125,000
Grant Award No. G007802014

PROJECT DIRECTOR: Ms. Patricia L. Pettress
Career Education Project
Detroit Public Schools
5057 Woodward Avenue
Detroit, Michigan 48202
(313) 494-1683

PARTICIPATING INSTITUTION(S): Detroit Public Schools
Wayne State University

MAJOR OBJECTIVES

By the end of the project year, at least 75% of all instructional staff in the schools participating in the program will have developed and taught at least 32 career education related student lessons relevant to their particular subject and grade level.

PROJECT ACTIVITIES

1. Infuse career education concepts into the various curricula in all project schools.
2. Establish community involvement in career education.
3. Continue efforts to address the needs of minority youth.
4. Continue a parent training/involvement program.
5. Continue staff training in career education infusion techniques and attitudes.
6. Prepare recommendations for other urban areas wishing to implement career education.

EVALUATION

A process evaluation will be conducted to measure bi-monthly the activities to be performed. The specific characteristics to be measured are: approaches and extent of curriculum infusion; activities related to the content and extent of staff training

in career education; activities related to the approaches to and extent of involvement of the principals in the project; and activities related to the approaches and extent of business/industry/community involvement in the project.

COMMUNICATION

Participation in Career Education conferences locally, in the State of Michigan, and nationally, is expected of the Project Staff.

Reports submitted to the United States Office of Education will be available upon request for the cost of printing and postage.

Site visits may be arranged upon request.

DEMOGRAPHIC INFORMATION

Levels/Groups Served	Students (K-12), Staff, and Community	
Type of Area Served	Urban	
Number of Persons Served	K - 5	24543
	6 - 8	9480
	9 - 12	12221
	Teachers	1639
	Counselors	97
	Administrators	195
	Parents	300
	Business/Industry	150
	Labor	50
Minority Groups Served	Black	99%
Income Distribution	Under $5,000	40%
	$5,000-$9,000	60%
Special Populations	Handicapped	10%
	Gifted and Talented	3%

HFALTH CAREERS AND SCIENCE ACTION LEARNING

Minneapolis Public Schools
Minneapolis, Minnesota

Grant Award from Career Education Program for:
07/01/78 - 6/30/79
$85,000
Grant Award No. G007802028

PROJECT DIRECTOR: Arthur Serotoff
Central High School
3416 4th Avenue South
Minneapolis, Minnesota 55408
(612) 824-3141, 824-7666

PARTICIPATING INSTITUTION(S): Minneapolis Public Schools
Central High School
Minneapolis Veterans Administration Hospital

MAJOR OBJECTIVES

1. To reduce restrictions on occupational choice imposed on youth due to stereotyping and low socio-economic status.
2. To expose youth to a wide variety of career possibilities in the health and allied fields.
3. To infuse aspects of health related work, skills and information into the science curriculum.
4. To raise the level of student motivation.
5. To reduce fear of hospitals.
6. To increase the quality of students' verbal skills.

PROJECT ACTIVITIES

Program format will be repeated each trimester. Three major components are included:

a) Career Orientation Placements: Three hours, two afternoons each week at the Veterans Administration Hospital. Placements will be made by the Volunteers Service.

b) Laboratory Science Course: Three hours, two afternoons each week at a local Community College. Students will conduct biology experiments which reinforce and complement activities at the Hospital.

c) Careers Exploration Experiences: Three hours, one afternoon each week. This section is divided into four activities: Field Trips, Guest Speakers, Career Skills Assessment Program Curriculum, and Student-to-Student Sharing.

EVALUATION

Objective 1 - Pre and post test -

a) "Jobs I know in the health field"
b) "Jobs I Can Fill"
c) "Career Maturity Inventory"

Objective 2 - Documentary evidence

a) list of student placements
b) itinerary of field trips
c) list of guest speakers and topics
d) list of student presentations

Objective 3 - Documentary Evidence

Outline of Science curriculum showing input from health related work and experiences.

Objective 4 - Measures of student attendance, cuts, homework completed, special projects and volunteer assignments.

Objective 5 - Semantic Differential - Pre and post tests

Objective 6 - A sample of students' written reports will be evaluated in a double blind rating situation by professionals.

COMMUNICATION

1. Several outreach projects are planned:

a) Health screening - done in conjunction with Project Breakthrough, Metro Community College, Minneapolis.

b) Community awareness to specific health problems - e.g., hypertension and sickle cell anemia.

2. This project is part of a national study of experiential learning programs sponsored by the Commission on Educational Issues, an affiliate of the National Association of Independent Schools. The Commission is joined in sponsorship by the National Association of Secondary School Principals, National Catholic Education Association and National Association of Independent Schools. Resources of these organizations are available for dissemination purposes.

3. A brochure on the program will be produced at the end of the second trimester.

4. Articles from local newspapers, and the Veterans Administration newsletter will be published.

5. Site Visits sponsored by the Volunteer Office of the Veterans Administration Hospital and the Minneapolis Public Schools are planned.

DEMOGRAPHIC INFORMATION

Levels/groups served	Grades 10 - 12		
Type of Area served	Urban		
Number of persons served	Grade	No. of students	
	10-12	90	
	10	35	
	11	45	
	12	10	
Minority Groups Served	American Indian	2%	
	Black	70%	
	Mexican American	1%	
	Oriental	1%	
Income Distribution	Under $5,000		10%
	$5,000 - $9,999		72%
	$10,000 - $14,999		15%
	$15,000 - $19,999		3%
Special Populations	Gifted and talented		3%
	Handicapped		1%

CAREER EDUCATION FOR 9TH GRADERS IN A COMMUNITY COLLEGE SETTING

Bronx Community College
Bronx, New York

Grant Award from Career Education Program
for: 10/1/78 - 9/30/79
$94,539
Grant Award No. G007802016

PROJECT DIRECTOR: Mr. Derek C. Wheeler
Career Education
Gould Residence Hall #317
Bronx Community College
W. 181 Street & University Avenue
Bronx, New York 10453
(212) 220-2909

PARTICIPATING INSTITUTION(S): Bronx Community College, New York City Bureau of Attendance (Board of Education)
DeWitt Clinton High School, Theodore Roosevelt High School, William Howard Taft High School, Walton High School

MAJOR OBJECTIVES

1. Truant 9th graders from the four participating high schools will significantly increase their attendance patterns as a result of participation in the program for one semester to one full academic year.

2. The 9th grade students, whose standardized test scores indicate they are from two to four years below grade level, will improve their scores by at least one year for each semester of enrollment in the project.

PROJECT ACTIVITIES

In the early fall of 1978, sixty 9th grade students will be recruited from the four participating high schools for enrollment in the project. Students will be selected on the basis of their high school records and interviews with project staff. Participants will be characterized by truancy (40-50% attendance rates in their previous semester in school) and underachievement (standardized reading and math scores from two to four years below grade level).

The students will be enrolled in the project for morning classes and excused from their morning schedule at the high schools. They will attend career-infused courses at the College in Reading, English, Math, Oral Communications, and Career Guidance. In addition, they will receive career counseling and orientation as well as go on field trips and host guest speakers from local business, industry and other educational institutions.

It is hoped that each student will identify an area of career interest and will make at least one relevant information-seeking effort in this area through a letter of inquiry, site visit, interviewing or "hands-on" experience.

At the end of the first semester (January 1979), twenty students deemed most in need of continued enrollement will be retained; the forty other students will be returned to their high schools on a full-time basis, and forty new students will be enrolled in the program for participation through June 1979. The project will maintain contact and supportive services with the forty students thus returned to high school to monitor and aid their "re-entry."

EVALUATION

Objective 1: Regular attendance records will be maintained on each student at the project, in the high schools for afternoon classes, and in high schools for the first semester of full-time re-entry into the high schools. These records will be maintained by Bureau of Attendance personnel and analyzed by an independent third-party evaluator.

Objective 2: All students will be given the California Achievement Test (Level 3) on entrance to the project and on completion of enrollment. Those students who remain in the program through the entire academic year will receive interim testing in January 1979. Tests will be administered by project staff and results will be analyzed by an independent third-party evaluator.

COMMUNICATION

Curriculum materials developed and utilized by the project will be made available to department chairpersons of the participating high schools as well as other city schools through staff participation in conferences and other meetings.

A final evaluation report will be developed and made available to all interested parties by October 1979.

DEMOGRAPHIC INFORMATION

Levels/Groups Served	9th grade students		
Type of Area Served	Urban		
Number of Persons Served	100		
Minority Groups Served	Black	50%	
	Puerto Rican	40%	
	Hispanic	10%	
Income Distribution	Under $5,000		80%
	$5,000-$9,999		20%

CAREER TRAINING THROUGH THE ARTS FOR CHILDREN AGES 8-18:
CREATIVE ARTS AND COMMUNICATION ARTS PRODUCTION

Children's Art Carnival
New York, New York

Grant Award from Career Education Program for:
7/1/78 - 6/30/79
$150,000
Grant Award No. G007802015

PROJECT DIRECTOR: Betty Blayton Taylor
Children's Art Carnival
62 Hamilton Terrace
New York, New York 10031
(212) 234-4093

PARTICIPATING INSTITUTION(S): Arts and Business Council, Inc.
Gordo Graphics, Inc.
McGraw-Hill, Inc.
Time Magazine, et al.

MAJOR OBJECTIVES

1. Ages 8-14 will learn about career possibilities related to the visual arts and will participate in creative art experiences which will increase their knowledge of the media.

2. Ages 14-18 will develop skills and competencies in Communication Arts Production which will increase their career understanding and options.

3. Youngsters in the program will be helped to improve their verbal abilities and skills in reading and writing, and will develop responsible and appropriate work habits and attitudes.

4. Youngsters who have special problems will be screened and assisted by a psychologist.

5. Parental and community involvement in the arts will be promoted.

PROJECT ACTIVITIES

Our Career Education Program will have two facets.

Youngsters, ages 8-14, will participate in a Creative Arts experience in Painting, Animation-Filmmaking, Printmaking, Clay, Sewing and Dress Design, Puppetry-3D Construction, and Writing Workshops. All workshops will be geared toward providing youngsters with exposure to a multiplicity of careers in the visual arts and writing.

Teenagers, ages 14-18, will participate in Communication Arts Production units (Graphic Design, Filmmaking-Video, Offset Printing, Silk Screen Printing, and Writing). Each participant will serve as an apprentice to his/her professional artist instructor and will master at least one discipline. Special experiences will include participation in a professional production (film or book), direct contact with museums, businesses, industrial concerns, and corporations that utilize the services of professional communications artists, and participation in simulated job interviews at selected sites.

Workshops and units will be structured to help all participants improve their verbal and writing abilities and develop responsible and appropriate work habits and attitudes. All participants will visit professionals in the visual and communication arts and will have opportunities to interact with these persons.

EVALUATION

An external evaluator will compile all data and prepare a final evaluation report.

Objective 1: Pre and post tests (Torrance Test of Creative Thinking) will be administered to all participants. Teachers and participants will maintain logs of all workshop sessions and trips. Photographic documentation will be used to record participants' progress.

Objective 2: Pre and post test instruments to be administered to all participants will include: career questionnaires, the Torrance Test of Creative Thinking and the Art Vocabulary Test, portfolios of art students, and a three-minute film developed by filmmaker students. These instruments will be evaluated by a panel of unit instructors and outside experts.

Objective 3:

Creative Arts - Tape recordings will be made of individual participants' explanations of process and related occupations. Logs will be reviewed to plan assistance in reading and writing skills.

Communication Arts - Standardized test scores for the previous one year period will be obtained from participants' schools. A predicted post-test mean will be determined for each participant on the basis of his/her pretest grade equivalent. An historical regression analysis will be made.

Student records (scales-checklists) will be maintained on attendance, promptness, work habits and attitudes.

Objective 4: The House-Tree-Person Test and observations by staff will be used in screening youngsters who have special problems. The Bender and TAT will be administered to participants who are identified as being in need of further testing. Test results will be analyzed by the certified psychologist and referrals will be made to the appropriate agencies.

Objective 5: Records will be maintained on the number of parents and community people who participate or visit the program.

COMMUNICATION

At the end of the project period, July, 1979, the following material will be available for review by interested persons or groups. A program manual, a slide presentation, a series of short films, packets of reading materials for teenagers who have reading difficulty, and quarterly newsletters (3).

A final evaluation report will be submitted to the State and USOE Career Education offices.

DEMOGRAPHIC INFORMATION

Levels/Groups Served	Children ages 8-18; parents	
Type of Area Served	Urban	
Number of Persons Served	8-14 year olds	230
	14-18 year olds	36
	Parents	100+
Minority Groups Served	Black 85%	
	Hispanic 12%	
Income Distribution	Under $5,000	50%
	$5,000-$9,999	45%
	$10,000-$14,999	5%
Special Populations	Unknown	

A CAREER EDUCATION PROGRAM FOR LOW INCOME YOUTH

Marion City School System
Marion, Alabama

Assistance Award from Career Education Program for:
07/01/78 - 06/30/79
$80,000
Assistance Contract No. G0078C0037

PROJECT DIRECTOR: Mrs. Bobbie Beans
Marion City Schools
Career Education Director
P.O. Box 150
Marion, Alabama 36756
(205) 683-9307

PARTICIPATING INSTITUTION(S): Alabama State Department of Education, Judson College, and the University of Alabama

MAJOR OBJECTIVES

1. Personnel will demonstrate the ability to initiate, carry out and complete a career education project in grades K-12.

2. Teachers in grades K-12 will write and implement a minimum of 2 Career Education units to infuse into their present on-going curriculum on grade level discipline to particularly reach low-income youth.

3. K-12 students will acquire increased knowledge of Careers and appreciation of the world of work.

Although the program is desigend and will primarily focus on the career development of low income students, which compose over 645 of our school population, other students in the school system will indirectly receive benefit from this project. This type of career-academic curriculum is designed to meet the needs of low income but other youth, however, even the middle class, college bound, or handicapped student will be able to gain knowledge about careers and participate in project activities.

PROJECT ACTIVITIES

During August and September of 1978, Career Education personnel will visit other school systems with successful Career Education projects. Ideas and information gained will be used in carrying out and completing the local project. Teachers will through System-wide in-service during the year plan and develop two Career Education units with assistance from Career Education personnel and Alabama State Department of

Education, Judson College, University of Alabama and the General Assistance Center at the University of Alabama.

Teachers working with Career Education coordinators, will infuse career education into their regular academic classes using units developed during the year.

The Career Education personnel will work with a community advisory committee in order to coordinate the efforts of the school and the community toward developing an effective Career Education program. Meetings to be held will unite parents, business leaders, industry and civic organizations in the community to become familiar with the overall Career Education project and to gain their support for class visitation, and to serve as a resource person.

During September 1978 and May 1979 students will be pre and post tested by counselors using the CMI, Coppersmith and "How They See Me". Teacher made pre and post test dealing with career units developed will be used at beginning and end of implementation of the units.

EVALUATION

A third party evaluator will advise and monitor all evaluation activities. This person will provide advice and assistance in developing locally-constructed evaluation instruments such as checklists, surveys, and teacher-made unit pre and post-tests. Compilation of all evaluation data into a useable form will be done jointly by the evaluator and the Career Education personnel.

Evidence of the completion of some program activities will be in the form of newspaper articles, letters, pictures, locally developed check list and surveys, counselors' records and minutes of meetings. Teachers will keep a file to illustrate the activities used in their classrooms to infuse Career Education into their curriculum.

Periodic checks on low income students' progress will be made through conferences with teachers, parents, and students and examination of student work and report cards.

COMMUNICATION

1. Project newsletter and/or brochure - Monthly October to June.

2. Articles in local and area newspapers - Monthly.

3. Instructional units available for distribution to other systems.

4. Visitation by school systems in the area.

5. Other education will also be welcome and encouraged to make on-site visits.

6. Career Education personnel will schedule programs with civic clubs and educational groups when possible in order to keep community knowledge of the project.

DEMOGRAPHIC INFORMATION

Levels/Groups Served	K-12 students - ages 5-19	
Type of Area Served	Rural Small Town	
Number of Persons Served	K-6	444
	7-12	514
Minority Groups Served	Black	57%
Income Distribution	Under $5,000	50%
	$5,000 - $9,999	20%
	$10,000 - $14,999	15%
	$15,000 - $19,999	10%
	$20,000 or more	5%
Special Population	Handicapped	7%
	Gifted & Talented	3%
Staff	Teachers, Counselors and Coordinators	
Community	Parents/Industry/Business Government	

AN INNOVATIVE CAREER EDUCATION PROGRAM

District of Columbia Public School System
Washington, D.C.

Assistance Contract Award from Career Education Program for: 7/1/78 - 6/30/79
$95,000
Assistance Contract No. G0078C0040

PROJECT DIRECTOR: George C. Gordon
D.C. Public School System
415 12th Street, N.W.
Washington, D.C. 20004
(202) 576-6309

PARTICIPATING INSTITUTION(S): Participating school districts

MAJOR OBJECTIVES

A. Students in grades 9-12 of the District of Columbia School System will acquire an increase in the following:

1. Basic Academic Skills
2. Awareness and Knowledge of Work
3. Self-Concept
4. Career Decision-Making Skills

B. The project faculty and staff will develop increased awareness of integrating career concepts with the teaching/learning process as a result of in-service training for incorporating career and vocational education.

C. The project faculty and staff will demonstrate an increased participation in the home and family in order to further encourage the students awareness, exploration and preparation for work.

PROJECT ACTIVITIES

During the early fall of 1978, the Director and staff will select the students who will participate in this project. These students will be drawn from students enrolled in the six program areas at the Lemuel A. Penn Career Center.

Students selected will be organized in four major role-playing clusters of Journalism, Utility, Business and Graphic Arts. All student participants will move through role-playing clusters during the project's one year of operation. Formal classes will be conducted once each week for a period of one hour and a half, five days per week. Students will be involved in activities wherein they will apply the skills they learned as a result of career awareness to practical application in the models of interests and produce a product applicable to that given cluster, e.g., Journalism cluster-product newspaper. These activities will continue until June 1979.

In addition, students will meet at other times in small groups for specialized instructions regarding projects and semesters.

The faculty and staff will work with business, industry and labor leaders and the community to gain their support for a program of visits to various places of employment. This will be accomplished through Home and School Association, Advisory Committees and individual meetings with each contacted person.

Beginning September 1978, specialized classes and individual students will make on-site visits to local places of work. This program will continue until June 1979.

EVALUATION

Objective 1: Students will be pretested in September 1978 to assess the level of their career development. The test Assessment of Career Development Scales will be administered by teachers utilizing learning packets developed by staff members.

A post-test will be conducted in June 1979, utilizing the Scrinens Product Evaluation Instrument. The products that were produced by the students will be evaluated to determine if they have applied the skills they learned as a result of career awareness, to practical application in the models of interest while they participate in the four role-playing clusters of Journalism, Utility, Graphic Arts and Retailing.

Objective 2: The teachers will be provided informal test instruments in August 1978 to measure their ability to implement the career model, processes and techniques. The instrument will be developed by the instructional staff.

The instructional staff will participate in a continued program of staff development for August 1978 to June 1979. A curriculum and lesson plan checklist to be developed by the Project Coordinator, and will be utilized to determine the instructional staff level of integrating career education as a part of their teaching/learning process.

COMMUNICATION

A final evaluation report of the project will be distributed to all State Educational Coordinators by July 30, 1979, upon request for the costs of printing and postage.

DEMOGRAPHIC INFORMATION

Levels/Groups Served----------Students, 9-12th grade
Type of Area Served----------Urban
Number of Persons Served----------120 students
Minority Groups Served----------Black
Income Distribution----------$2,000 to $15,000 per year

INFUSION OF CAREER EDUCATION FOR LOW ACHIEVERS
IN BUSINESS - (ICE LAB)

North East Florida
Educational Consortium
Palatka, Florida

Assistance Contract Award from Career
Education Program for: 7/1/78 - 6/30/79
$70,000
Assistance Contract Award No. G0078C0030

PROJECT DIRECTOR: Robert Kuhn/O.B. Hendrix
Northeast Florida Educational Consortium
P.O. Box 797
Palatka, Florida 32077
(904) 325-3683

PARTICIPATING
INSTITUTION(S): Bradford, Flagler, Putnam, St. Johns
and Union County Public Schools

MAJOR OBJECTIVES

1a. Seventy percent of the seventh grade students participating in this program will demonstrate a 40% increase in career awareness knowledge as indicated through the use of "Knowledge About A Career" (M-7, EPIC Battery).

1b. Seventy percent of the seventh grade students participating in this program will demonstrate a 25% increase in self-awareness as indicated through the use of the Piers-Harris Children's Self-Concept Survey.

1c. Seventy percent of the eighth grade students participating in this program will demonstrate a 35% increase in career decision-making skills as indicated through the use of the "Career Maturity Inventory."

2. Seventy percent of the eighth grade students participating in this program will demonstrate a 25% increase in affective skills necessary in desiring, seeking and securing a job as indicated through the use of the "Career Maturity Inventory."

3. Seventy percent of the seventh grade students participating in this program will demonstrate a 15% increase in knowledge of the free enterprise economic system and its relationship to career education as indicated through the use of the "Economic System" (M-4, EPIC Battery).

4. Seventy percent of the seventh grade students participating in this program will demonstrate a 15% increase in basic career and consumer skills as indicated through the use of the APL short form survey.

5. Seventy percent of the eighth grade students participating in this program will demonstrate a 20% increase in awareness and knowledge of the relationship between education and work as indicated through the use of "Education and Training Preparation" and "Considering Courses for Careers." (EPIC Battery)

6. Seventy percent of the eighth grade students participating in this program will demonstrate a 20% increase in awareness and knowledge of business-related careers as indicated through the use of a locally developed business-career awareness survey.

PROJECT ACTIVITIES

The development of a comprehensive plan for initiating activities which will assist in accomplishing the project and learner objectives of this proposal calls for a five-element approach; these elements are:

1. Staff Development Activities
2. Occupational Advisory Council Formation
3. Career Task Force Formation
4. Community Resource Assessment
5. Curriculum Development

To attempt to effect an instructional program change solely within any one of these separate, but related elements, would be cause for handicapping the total program.

Staff Development:

Teacher Workshops will be planned at various times during the year through the Teacher Education Center to insure effective development, implementation, evaluation and program update.

Occupational Advisory Council:

The two local Occupational Advisory Councils will be groups of select persons from the community called upon to advise educators regarding occupational education programs.

Career Education Task Force:

A Career Education Task Force will be selected from the two project school districts with the majority composition being middle school pre-vocational business education instructors. Other members will include school level administrators, district staff personnel with major responsibilities in areas relating to career education, counselors and occupational specialists.

Resource Assessment:

Resource assessment will involve a community assessment of material, human, facilitative and organizational resources to be utilized in building a base from which to offer a variety of student-learning experiences and activities.

Curriculum Development:

Unique components for the curriculum design will include:

A. the infusion of career education philosophy, objectives, and content into the existing middle school pre-vocational business education curriculum

B. the infusion of community needs and resources into career and pre-vocational business education

C. the infusion of free enterprise and consumer education concepts into career and pre-vocational business education.

EVALUATION

Evaluation will be based upon an analysis of the data in pre- and post-testing situations. The use of a statistically acceptable level of significance in evaluating the gains will allow for a high degree of confidence in the evaluation of learner results.

COMMUNICATION

Technical assistance will be provided through the North East Florida Educational Consortium and Teacher Education Center to provide "adaptor workshops" which provide for the demonstration to other districts within the state of modules produced within the project and the specific instructional techniques required for their utilization. Assistance will also be provided in coordinating project school visitations by other educational groups.

DEMOGRAPHIC INFORMATION

The target population is the low achieving business education, middle school student. These students typically belong to a group described as low-income (economically needy). According to the guidelines defining an economically needy family, as established by the Secretary, U.S. Department of Agriculture, 40% or 9,222 of the K-12 students residing within the five county Consortium area meet these criteria. Of the 25,000 students in grades K-12 residing within the Consortium area, approximately 4,000 are at the seventh and eighth grade levels. Approximately 1,600 of the 4,000 middle school students or 40% are classified as economically needy or low-income. Of the 25,000 students in grades K-12, 27% are of a race other than Caucasian and also within the five county area, there are approximately 22,000 adults age 16 and over with less than an eighth grade education.

POTTERSVILLE: AN INTEGRATED SYSTEM OF DEVELOPING CAREER EDUCATION PROGRAMS FOR DISADVANTAGED YOUTH

Indianapolis Cities in Schools,
Indianapolis Public Schools
Indianapolis, Indiana

Contract Award from Career Education
Program for: 9/11/78 - 9/10/79
$314,000
Contract Award No. 300780210

PROJECT DIRECTOR: Wayne D. Palmer
Indianapolis Cities in Schools
1500 E. Michigan Street
Indianapolis, Indiana 46201
(317) 266-4512

PARTICIPATING INSTITUTION(S):
Indianapolis Cities in Schools
Indianapolis Public Schools
Indianapolis Junior Achievement: Project Business
The Near Eastside Multi-Service Center Inc.
Girls Club of Greater Indianapolis
Community Addiction Services Agency

MAJOR OBJECTIVES

1. Students will demonstrate an increase in their understanding and awareness of self, awareness of educational options and needs, awareness of a wide range of careers and relate at least one occupational cluster to future goals, awareness of the economic system, proficiency in decision making at several levels--educational, emotional, economical and employment.

2. Students, staff and volunteer advisors will create and implement a human services delivery system which will be called "Pottersville."

PROJECT ACTIVITIES

During the school year, basic career education infusion activities will comprise about one-half of the in-class time that will be devoted to this program in as many as three classes for any one student in the Indianapolis Cities in Schools project. Classroom activities will include career awareness discussions, exploration tours, decision making and self-awareness exercises, simulation games, JA's Project Business and "Pottersville" development. During Orientation, an existing class where a specific group of students and staff advisors meet daily, career education will be the major focus of all class activities. The remaining time will be used to plan, organize, structure and implement the "Pottersville" concept. Through the use of "Pottersville," students will show increased awareness abilities and attitudes related to careers, themselves and others.

There are four primary aspects of "Pottersville." These include education (mentioned above), participation, guidance and volunteer advisors. In the area of participation, students will be partially responsible for the creation and operation of a human services delivery system, "Pottersville." Students will become involved in one of nine service areas: education, social service, environment, legal, medical, administrative and State. The overall human services delivery system will be mainly developed and run by students with staff and volunteers acting as advisors and motivators. The totality of activities will simulate a city government. Students will elect an overall student governing/advisory body which will be its city government.

Advisors recruited will be in positions in the nine service areas, volunteering to give friendship, guidance, and career planning help to the "Pottersville" participants.

In the summer, the regular classroom aspect of the program will be suspended and program activities will center around a more extensive implementation of "Pottersville" in the surrounding community. Stipends for many participating students, as well as school credits, will be used to involve students in the summer portion of the program.

EVALUATION

Objective 1: Students will be pretested in October using the Georgia State Criterion-Referenced Test-Career Development and post tested in May using the same instrument.

Objective 2: A descriptive manual will be developed on how "Pottersville" is designed and implemented. Throughout the year many self-reporting questionnaires will be used for staff, student, volunteer and community input into the operation and development of the program. Students, staff and advisors involved in the program will also keep records indicating contacts, impressions, comments, etc., which will be evaluated regularly by project staff. The Project Steering Committee will also have complete access to all records, etc., and make appropriate recommendations as the program progresses.

COMMUNICATION

A descriptive manual will be developed on how "Pottersville" is designed and implemented. Cities in Schools will provide copies on a "printing cost only" basis to any schools or organizations requesting same. The manual will be planned as a model that other organizations/schools can follow in replication. In addition, several journal articles will be submitted for publication.

The following materials will be submitted to the Office of Career Education: the descriptive manual, curriculum materials developed or substantially altered in the adaptative process, staff development materials developed or substantially altered, quarterly reports, the final report, a comprehensive evaluation of all program objectives, and description of how linkages with agencies and organizations were utilized to enhance program operations.

DEMOGRAPHIC INFORMATION

Levels/Groups Served	9th, 10th, 11th grade students, teachers, parents	
Type of Area Served	Urban	
Number of Persons Served	9-11	670
	Teachers	24
	Administrators	15
	Other Staff	45
	Parents	1,005
Minority Groups Served	Black 50%	
Income Distribution	Under $5,000	40%
	$5,000-$9,999	45%
	$10,000-$14,999	10%
	$15,000-$19,999	3%
	$20,000 or more	2%

PROJECT CAEP: CAREER AWARENESS EDUCATION PROGRAM

Urban League of Greater New Orleans

Assistance Contract from Career Education Program for:
10/01/78 - 09/30/79
$110,000
Assistance Contract No. G0078C0009

PROJECT DIRECTOR: Dr. Guillarne Leary/Gail Glapion
Urban League of Greater New Orleans
Career Awareness Education Program
3200 St. Bernard Avenue
New Orleans, Louisiana 70113
(504) 943-1376

PARTICIPATING INSTITUTION(S): Urban League Street Academy, Orleans Parish School System

MAJOR OBJECTIVES

1. At the conclusion of the period, September 30, 1979 80% of 35 students will show an increase at the .05 level in their self-esteem awareness of career opportunities and career attitudes.

2. At the conclusion of the project, September 30, 1979, 80% of 35 students will show an increase of 2.0 in the basic skill areas of reading, math and English as measured by the California Achievement Test in a pre-test evaluation design.

3. At the conclusion of the project September, 1979 80% of 35 students will demonstrate increased proficiency in job application procedures as measured by sub-test, Job Application Procedures Test of the New Mexico Career Education Test Series.

PROJECT ACTIVITIES

The career counselor will administer the Youth Inventory Scale which measures the areas of career awareness, self-esteem, and career attitudes. The "occupational cluster" concept is a systematic method by which students can examine careers of interest. Students will be provided with a broad view of the current job market locally and nationally. They will also be provided a view of future occupational trends.

Those students selected by staff for participation in the project will take the California Achievement Test to determine levels of ability in reading, math, and

English. Two teachers will utilize a curriculum which will be highly correlated with job interest and requirements.

Job interviews, practice sessions in filling applications for employment and similar job related activities will be conducted through the use of role playing, films, workbooks, and group guidance sessions. Participants will be introduced to fashion, policies and guidelines, as it relates to specific jobs within various clusters.

EVALUATION

Objective 1: This objective will be measured by the Youth Inventory which test knowledge of career awareness. A pre-post procedure will be used. A .05 increase by 80% of 35 students on the career awareness section will indicate accomplishment of this objective.

Objective 2: The objective will be evaluated by post test of the California Achievement Test. An overall increase of 2.0 grade level on the part of 80% of participants will be considered significant.

Objective 3: This objective will be measured by a pre-post test of the New Mexico Career Education Test Series (Sub-test four, Job Application Procedure Test). 80% of 35 students who score at a .05 increase on sub-test four will demonstrate accomplishment of this objective. Additionally, an objective assessment of students in a mock interview will be used.

COMMUNICATION

Pre and post test scores on the Youth Inventory Scale will be recorded and kept in student's folder. Evidences of improved self-esteem, career awareness and career attitudes will be noted on the individual Profile Chart. Weekly records of attendance at the job site and in classes will be kept by Career Awareness Education Program director and counselor. Individual attendance records will be kept in the files of individual students.

The career counselor will assess the results of the application for employment test and the results of the mock job interviews and record these results and observations on a summary. Individual results will go into each participant's file with notations suggesting further training.

DEMOGRAPHIC INFORMATION

Levels/Groups Served----------Non Graded
Type of Area Served----------Urban
Number or Persons Served----------35/Black 100%
Income Distribution----------Under $5,000 35

CHANGE BY EXPANDING CAREER OPTIONS

Cogent Associates
Princeton, New Jersey

Assistance Award from Career Education Program for: 9/1/78 - 6/30/79
$99,977
Assistance Award No. G0078C0079

PROJECT DIRECTOR: Joel Geller
Cogent Associates
575 Ewing Street
Princeton, New Jersey 08540
(609) 921-1484

PARTICIPATING INSTITUTION(S): Hightstown High School, Hightstown, NJ
Clifford Scott High School, East Orange, NJ

MAJOR OBJECTIVES

1. High school students grades 10-12 will demonstrate significant improvement in their knowledge of those rapidly changing economic, socio-environmental, and personal variables that will exert a major influence on their career/occupational future. They will significantly improve their knowledge of:

   A. the effects of rapid technological change on past and future career options.
   B. the effects of demographic change on past and future career options.
   C. the effects of structural changes in the economy on past and future income returns to various forms of education and training.
   D. the effects that changes in social norms regarding race and sex will exert on past perceptions of appropriate/available career options.
   E. the effects that socio-economic background may exert on their own perceptions of appropriate/available career options.
   F. the effect rapid change in skill requirements of careers may exert on their need to continue schooling/retraining throughout their adult life.
   G. the effect alternative lifestyles may exert on career aspirations.

2. Provided the knowledge of the economic, socio-environmental, and personal variables that impact on career choice, high school students, grades 10-12, will demonstrate an increased ability to formulate personal career alternatives in a systematic and reasonable fashion as evidenced by the increased ability to evaluate the:

   A. efficiency of career choices.
   B. realism of career choices.
   C. potential for personal satisfaction.

They will:

A. more accurately judge the financial costs and benefits of educational plans associated with alternative occupational goals.
B. more accurately judge the current and future availability of alternative occupational goals.
C. more accurately judge their measured interests, aptitudes and abilities.
D. more accurately judge the congruence between stated aptitudes, interests and abilities and stated occupational goals.

PROJECT ACTIVITIES

High school students in grades 10-12 will participate in an ungraded, multimedia curriculum intervention designed to demystify job choice by teaching students that job choice is a process; that the process of choosing is amenable to planning, and that planning requires skills in acquiring information, evaluating information, and making decisions.

Each of the two 35-day sequentiallized programs will provide high school students with activities to help them: (1) crystallize their career self-concept through explorations of educational and occupational options; (2) develop the capacity to initiate and to hold themselves responsible for creating their job futures; and (3) acquire the information-processing skills which facilitate decision making and problem-solving in career/job planning.

Project C.E.C.O. will provide and sustain a high level of interaction between the educational and work communities. The assumption that such led to the choices made in the selection of specific materials which form the project content and to the choices made in the selection of training methodologies to guide the use of those materials.

Students will participate in a two-week internship in work settings identified by students as potential career choice; a one-week student-administered survey of local business people; a one-week student survey of school practice affecting career alternatives; in-depth interviews with local employers, business, and professional people and an on-going exploration of occupational information through student use of Career Information Retrieval System. These activities will teach students to conduct research, make evaluations and predictions, and participate in discussions and role playing which are all designed to achieve project objectives.

This interaction is structured by the project so that it occurs on three levels--information gathering, experience in the workplace, and evaluation of career alternatives. At all three levels, the community is used by students as a social laboratory and the school is opened to the community to become an arena for involvement for local citizens, business, and professional people.

EVALUATION

The evaluation design is a pre-post, experimental-to-control-group contrast on each of the variables under examination. A third party evaluator retained by the developers of C.E.C.O. will select instrumentation, monitor implementation, collect and analyze all data. Two experimental classes and one control class, including students in grades 10-12, will be selected for participation in the 1978-79 pilot test.

COMMUNICATION

The following products will be available after June 1979 for the cost of production and handling/shipping:

A. two student handbooks
B. two teacher guides
C. two sound filmstrips entitled, "The World of Work in 2001" and "Different Times, Different Choices, Different Consequences"
D. visual teaching supplements for program activities
E. two project profiles
   1. Personal Career Planning Profile (Sequence 1)
   2. Personal Career Alternatives Profile (Sequence 2)
F. Career Information Retrieval System.

A final project report will be distributed to all State Career Coordinators and interested others after June 1979, and upon request for the cost of printing and postage. The report will describe the program strategies in detail, the pilot test outcomes and the results of teacher/counselor/parent workshops.

DEMOGRAPHIC INFORMATION

		Hightstown H.S.	Clifford Scott H.S.
Levels/Groups Served		10-12 Grade Students, Parents, Teachers, Counselors	
Type of Area Served		Suburban	Urban
Number of Persons Served		180 Students	
Minority Groups Served	Black	6.5%	98.3%
	Oriental	1.7%	.1%
	Puerto Rican	2.3%	.6%
Income Distribution	Under $5,000	7.5%	31.5%
	5,000 - 9,999	16.8%	20.8%
	10,000 -14,999	24.6%	23.4%
	15,000 -19,999	28.1%	17.1%
	20,000 or more	23.0%	7.2%
Special Populations	Handicapped	2%	
	Gifted & Talented	3%	

NEW MEXICO HIGHLANDS UNIVERSITY CAREER EDUCATION PROJECT

New Mexico Highlands University
Las Vegas, New Mexico

Assistance Contract Award from Career Education Program for: 7/1/78 - 6/30/79
$100,000
Assistance Contract No. G0078C0020

PROJECT DIRECTOR: James Clark
New Mexico Highlands University
Student Support Services Center
National Avenue
Las Vegas, New Mexico 87701
(505) 425-7511, Ext. 469

PARTICIPATING INSTITUTION(S): New Mexico Highlands University

MAJOR OBJECTIVES

The general goal of the project is to facilitate the development of a career self-concept and tentative career choice and action plan for all students. Subgoals:

1. Self-Evaluation Development Skills
2. Career Awareness Skills
3. Decision Making Skills
4. Employment Seeking Skills
5. Work Skill Values

PROJECT ACTIVITIES

Through a tri-model approach involving work experience, counseling (group and individual), and a three unit course in Career Education, we hope to provide a unique learning experience that will be conducive to personal growth, knowledge of self, of the world of work, and of academic requirements to reach specific career goals.

EVALUATION

External: The project is employing an outside evaluator to evaluate all components of the program.

Internal: Student Interest Inventories, standardized protective tests and a personality inventory will be administered to all the students. Students will also be tested through a mid-term, covering Career Awareness and Resources. A weekly work experience log will be kept and reviewed by staff. Each student will submit an action plan by the end of the quarter. Self-evaluation questionnaire, as well as employer-student rating scales, and staff-student scales will be employed.

COMMUNICATION

A project brochure, multi-media presentation, newsletter, and video library of project speakers, panels and activities will be utilized to communicate at local, state and federal levels. A final evaluation report will also be made available. The video resource will be of particular interest to projects dealing with Spanish-speaking clientel.

DEMOGRAPHIC INFORMATION

Levels/Groups Served	Post secondary freshmen and sophomores	
Type of Area Served	Rural, small village	
Number of Persons Served	180	
Minority Groups Served	Black	4%
	Spanish Surnamed	90%
	Native Americans	40%
	Other Minorities	1%
Income Distribution	Under $5,000	75%
	$5,000-9,999	25%

A MODEL CAREER DECISION-MAKING PROGRAM TO REDUCE THE EFFECTS OF SEX-ROLE STEREOTYPING ON THE CAREER CHOICES OF SENIOR HIGH SCHOOL STUDENTS

Jefferson County Public Schools
Lakewood, Colorado

Grant Award from Career Education Program for
10/1/78 - 9/30/79
$43,571
Grant Award No. G007802030

PROJECT DIRECTOR: Dr. Robert E. Blum
Career Education Coordinator
Jefferson County Public Schools
1209 Quail Street
Lakewood, Colorado 80215
(303) 231-2368

PARTICIPATING INSTITUTION(S): Jefferson County Public Schools
Department of Career Education

MAJOR OBJECTIVES

1. Approximately 70 students in grades 11 and 12 at Columbine Senior High School will increase their awareness of the effects of sex-role stereotyping on the career decision-making process as a function of the influence of peers, parents, school staff and community members.

2. Participating peers, parents, school staff and community members will develop and apply increased awareness of the effects of sex-role socialization and stereotyping on the career decision-making processes with 11th and 12th grade students, and will increase participation in the career planning programs at Columbine Senior High School through this project.

PROJECT ACTIVITIES

Early in the Fall of 1978, project students will be chosen from Columbine Senior High Career Education classes, Senior Seminar classes and Language Arts classes with career planning units. Parents of the selected students, representatives from local businesses, and labor and government organizations will be simultaneously recruited, and the Project Steering Committee established. The operational program model, specifying learner outcomes, training needs and design, and program guidance materials will be developed, reviewed and finalized by early November.

During November, December and January, school staff, parents, peers and community members will help develop a series of activity booklets addressing the career decision-making process, the influence of sex-role stereotyping on that process,

and techniques for broadening students' awareness of their career and life options. Participants will be trained in ways to best use the activities in a variety of school programs and community settings. Teachers, counselors, administrators and library media specialists from 11 additional district senior high schools will be invited to attend training sessions.

A pilot test of the first-draft guidance materials and the program will be run during the Winter and Spring quarters of 1979. Formative and summative data gathered in the early fall and early summer of the project will be used to revise and formalize program materials and procedures by September, 1979.

EVALUATION

Objective 1: Evaluation instruments and procedures will be designed jointly by Career Education staff and the external evaluator. Students will be pretested in the fall of 1978 to determine their career decision-making ability and awareness of sex-role stereotyping, and post tested in June to assess growth in those areas. Statistical comparisons will be made with a group of non-treatment students at Columbine Senior High.

Objective 2: Participating school staff, parents, peers and community representatives will complete a pre-program and post-program questionnaire to determine changes in their awareness of sex-role stereotyping and understanding of the career decision-making process. In addition, a performance-based measure will be used to evaluate the effectiveness of the training program in adequately preparing participants to provide sex-fair guidance to students and use of program materials. Summative data regarding program operation, parent/community involvement, and potential procedural revisions will be gathered via structured interviews to be conducted by the external evaluator in June, 1979.

COMMUNICATION

Dissemination will be ongoing throughout the project year. Initially, a project brochure will be created and mailed to directors of USOE funded projects, state directors of Career Education, and state directors of Guidance and Counseling. Individual requests will be answered with specific information and appropriate materials such as the brochure and sample curriculum or training materials.

Completed curriculum and training materials and the Final Evaluation Report will be available to interested parties after October, 1979. Further alternatives for large-scale dissemination through the Jefferson County Public Schools or the Colorado State Department of Education will be considered.

DEMOGRAPHIC INFORMATION

Levels/Groups Served	11-12th grade students, teachers, counselors, administrators, library media specialists, parents, community representatives	
Type of Area Served	Suburban	
Number of Persons Served	11-12	70
	School staff	50
	Parents/community	55
Minority Groups Served	American Indian	.169%
	Black	.291%
	Mexican American	3.486%
	Oriental	.603%
Income Distribution	None available	
Special Population	Gifted and Talented	5%

REDUCTION OF SEXUAL STEREOTYPING AND BIAS WITH REGARDS TO CAREER CHOICE

Montana State University
Bozeman, Montana

Assistance Contract Award from
Career Education Program for:
09/01/78 - 8/31/79
$86,052
Assistance Contract Award No.
G0078C0033

PROJECT DIRECTOR: Dr. Peggy Leiterman-Stock
Assistant Dean of Students
Student Affairs & Services
Room 212, Montana Hall
Montana State University
Bozeman, Montana 59717
(406) 994-2826

PARTICIPATING INSTITUTION(S): Montana State University

MAJOR OBJECTIVES

To reduce sexual stereotyping and bias with regards to career choice in 100 selected General Studies students and 108 faculty.

PROJECT ACTIVITIES

Approximately 90 faculty and administrators will participate in workshops designed to aid them in becoming more aware of their sexual biases and stereotypes. Eighteen selected faculty will be taught how to assist in facilitating small career-life groups, thus improving their own career advising skills.

One hundred General Studies students will participate in Career-Planning Workshops. These workshops are structured in nature to assist students in self-exploration and awareness as well as recognition of their own sexual bias and stereotypes. The Assistant Project Director will work closely with the target population to assist them in self-exploration and understanding, planning educational programs, and will encourage students to explore non-traditional careers and provide them with opportunities to interact with individuals in the real work-a-day world. People from the work world will join the staff in career presentations whenever possible.

Last, is the creation of an innovative program entitled Math and Sex, which will be created to remove critical roadblocks to men and women, particularily women. Math failure is seen as a critical block in perpetuating sexual stereotyping in career choice. All targeted General Studies students will participate in a comprehensive career assessment including an evaluation of mathematical competency. Individualized special math classes will be designed and taught by a female mathematician to enable targeted General Studies students to understand and pass math courses which are so vital to 57 curricula at Montana State University.

EVALUATION

All STEPS General Studies students will be pre-tested during the first quarter with the BEM Sex Role Inventory, the short form of the Attitudes Towards Women Scale, and the Mars Anxiety Scale (Math Test). A control group of General Studies students will take these same measures the beginning of the second quarter and all students will be post-tested in the spring of 1979. A comparison of these same students will also be made with regards to "type" of career choice. . .traditional or nontraditional.

Faculty too, will take the same instruments with the exception of the Mars Test. In addition, the following data will be obtained: attendance records in workshops, number of students and faculty participating in the project, and qualitative data on the quality of the advising sessions.

COMMUNICATION

Quarterly progress reports and the design of the Career-Life Planning Workshops along with instructions for facilitators will be mailed to any interested person or organization for the cost of printing and postage.

In addition, a conference for interested persons is being planned for April of 1979 if enough interest seems present. If not, the Director will travel to some regional career education conferences to share the activities and results of the project as well as providng assistance to others wishing to engage in a similar effort.

Our final project report will be distributed to any interested persons in December 1979 upon request for the cost of printing and postage.

DEMOGRAPHIC INFORMATION

Levels/Groups served	13-16 (college students)	
	Faculty, Counselors, Administrators and other staff	
Type of area served	Rural, Small Town, Suburban	
Number of persons served	13-16	100
	Administration & Faculty	108
		208
Minority groups served	2%	
Income distribution	No information yet available	
Special populations	General Studies students (no declared major)	

CAREER GUIDANCE FOR ACADEMICALLY GIFTED FEMALE STUDENTS:
A COORDINATION OF RESOURCES TO DEVELOP HUMAN POTENTIAL

Great Falls Public Schools
Great Falls, Montana

Grant Award from Career Education for:
08/01/78 - 07/31/79
$46,580
Grant Award No. G007802034

PROJECT DIRECTOR:

Ms. Frances Jackson
Career and Vocational Education
Great Falls Public Schools
Post Office Box 2428
Great Falls, Montana 59403
(406) 791-2185

PARTICIPATING INSTITUTION(S):

Great Falls Public Schools
State Office of Public Instruction
Montana University System
Malmstrom Air Force Base
Community Resource Center
Montana Air National Guard

MAJOR OBJECTIVES

The project proposes to develop a model program of educational activities and support services which will reduce the effects of sex-role stereotyping in career guidance within educational institutions and which will help counteract sex role socialization processes within the family, both of which tend to limit the career aspirations of academically gifted female students.

1. Students will become aware of career fields which provide realization of their aptitudes and interests and will enroll in classes identified as prerequisites to enter into prestigious careers with high employment potential.

2. Students will interact with successful career women to understand the challenges involved in dual careers and the impact on the wife/mother roles.

3. Parents of academically superior students will become actively involved in the academic/career planning of their children.

4. Staff will have criteria for identifying sex bias in print and non-print materials and will have strategies for effectively counteracting sex bias and/or sex role stereotyping.

5. Community involvement will be secured and technology will be utilized for faster and more effective delivery of career guidance information.

PROJECT ACTIVITIES

At the outset of the project, test results will be analyzed to identify the top 10% of the students, and interest inventories will be administered. Following the identification of the students, special seminars will be conducted to involve the parents in both the academic and career planning.

At the upper grade levels, parents will be invited to workshops demonstrating the computer-delivered Guidance Information System. Special emphasis will be placed on media presentations available in the libraries and the development of career exploration experiences. Students will be introduced to the process of negotiating learning plans (National Institute of Education's Models for Experienced Based Career Education) when their unique needs can be better served with this approach. These plans can include special field trips, career explorations, internships, advanced placement, and other career-related activities.

Throughout the project, parental involvement will be sought by means of special invitations issued by the Superintendent of Schools. Parent seminars and family counseling sessions will be held in the evenings, on weekends, and during the summer to accomodate parent work and vacation schedules. A periodic newsletter will keep parents informed about new and emerging occupations and employment trends.

Inservice meetings will be conducted with the district Title IX coordinator to increase staff awareness of sex bias and sex role stereotyping. Out-of-district consultants will be utilized to help identify the degree of sex bias existent within the counseling and teaching staff and develop intervention strategies to counteract their effects.

The community will be surveyed to identify successful role models, slide/tape presentations will be developed to explain the program and secure community involvement, and representatives of the state university system will conduct local seminars to explore careers related to particular disciplines.

Computer terminals and audio-visual materials in libraries and Career Information Centers will allow the utilization of commercially produced audio-visual materials, the Guidance Information System (Time Share), and developing linkages with the State Occupational Information Coordinating Commission and its federal counterpart (SOICC and NOICC).

EVALUATION

Objective 1: A consultant in the area of affective education will assist in the development of pre-post tests to measure the attitudes of students, staff and parents.

Objective 2: Enrollment figures in criticial courses will be compared with previous enrollments.

Objective 3: Selection of non-traditional careers will be compared with selections made by students in previous years.

Objective 4: Records of use of media available will be compared as the project advances.

COMMUNICATION

1. Staff development, student identification and parent seminar plans and programs will be available for the cost of printing and postage.

2. Small communities surrounding Great Falls will be invited to utilize technology for a nominal users' fee.

3. Presentations of the model will be arranged for major population centers of the state, each serving as a nucleus for a network of small school districts.

DEMOGRAPHIC INFORMATION

Levels/Groups Served	K-12; Parents; Staff	
Type of Area Served	Urban/Rural	
Number of Persons Served	K-6	50-60
	7-9	190-220
	10-12	190-220
	Parents	800-1,000
	Teachers	200
	Counselors	30
Minority Groups Served	Black	1%
	American Indian	6%
	Asian American	1%
	Spanish Surname	1%

WOMEN'S ACADEMIC AND CAREER CHOICES

State University of New York
College at Cortland

Assistance Contract Award from Career Education Program for:
08/01/78 - 07/31/79
$75,000
Assistance Contract Award No. G0078C0022

PROJECT DIRECTOR: Dr. Alice Walker
Assistant Professor
Department of Psychology
SUNY College at Cortland
Cortland, New York 13045
(518) 474-0507

PARTICIPATING INSTITUTION(S): SUNY College at Cortland

MAJOR OBJECTIVES

1. Women students will develop an awareness of the broad range of career choices open to them, resulting in an increased probability of choosing nonstereotypic careers.

2. The effectiveness of a three-faceted approach to career exploration, consisting of a 2-credit strategy course, intensive and personalized academic advisement, and role-modeling by women faculty and by a series of women speakers in atypical careers, will be measured.

PROJECT ACTIVITIES

A random selection of incoming freshmen women will be assigned to women faculty members for advisement. The women advisors are in a variety of disciplines or administrative positions. The participants will meet with their advisors for an average of ten hours per semester (the usual average is two to four hours). During these sessions the students' interests, goals, and career options will be explored. Topics such as lifestyles, career-home conflicts, and relevant personal experiences of the advisor will be explored and discussed.

Participants will also take a 2-hour course on career choices that will involve exposure to women in atypical careers, career options, and psychological and sociological factors that influence career decisions. Half the participants will take the course in the fall and half in the spring.

EVALUATION

Objective 1: Participants will take a series of attitudinal tests and a career interest inventory on arrival on campus. These tests will include the Attitude Toward Women scale, or life-style index, the Coopersmith Self-Esteem scale, and the Strong-Campbell Interest Inventory. The tests will again be administered at the end of the fall semester. At this time, half of the participants will have had the course and advisement, the other half will have had advisement only. At the end of the spring semester, the tests will again be administered. At this point, all participants will have taken the course and had a year of intensive advisement. A repeated measures analysis of variance will be used to determine what, if any, changes in interests and attitudes have occurred.

Objective 2: A control group will also be tested to determine if there are any significant differences between the experimental and control groups in career choices. Follow-ups are planned for the senior year and one and five years after graduation in order to ascertain what careers the experimental and control groups ultimately choose.

COMMUNICATION

Dissemination workshops about the project and its results will be held for faculty on campus and at surrounding campuses. A report on the project will be prepared for SEARCH magazine, a publication of the SUNY system.

Articles or papers will be submitted to appropriate psychological and/or sociological journals or meetings.

A final evaluation report of the project will be available to interested parties at cost.

DEMOGRAPHIC INFORMATION

Levels/Groups Served	13 - Freshmen women	
Type of Area Served	All	
Number of Persons Served	13 - 100	
Minority Groups Served	None	
Income Distribution	Under $5,000	11%
	$5,000 - $9,999	19%
	$10,000 - $14,999	22%
	$15,000 - $19,999	30%
	$20,000 or more	18%
Special Populations	Handicapped	0%
	Gifted and Talented	.5%

WOMEN'S ACCESS TO NON-TRADITIONAL CAREERS (WANT CAREERS)

Trident Technical College
Charleston, South Carolina

Assistance Contract Award from Career Education Program for:
09/01/78 - 08/31/79
$90,000
Assistance Contract Award No. G0078C0017

PROJECT DIRECTOR: Ms. Alison Caughman
Trident Technical College
Post Office Box 10367
Charleston, South Carolina 29411
(803) 553-2375

PARTICIPATING INSTITUTION(S): Trident Technical College

MAJOR OBJECTIVES

1. At least 100 women in the three counties served by TTC will be exposed to non-traditional career options in engineering and industrial technology by completing a course with hands-on exposure to 15 different fields.

2. At least 50 high school girls in the three counties served by TTC will be exposed to non-traditional career options in engineering technology by completing a course with hands-on exposure to 6 different fields.

PROJECT ACTIVITIES

During the fall of 1978 a public awareness campaign will be mounted to inform the citizens of Berkeley, Charleston, and Dorchester counties that there are many non-traditional career options now open to women. The campaign will utilize media spots, brochures, posters, a film, and a slide tape show. The project director and counselor will visit 35 area high schools and make presentations at each. They will also speak to local community groups.

During the winter quarter of 1978 and the spring and summer quarters of 1979 a Career Exploration course will be offered to women interested in learning about non-traditional careers in electronics, electricity, drafting, welding, power mechanics, machine tools, refrigeration, and a variety of engineering technologies. Hands-on activities and role models will be used. During the summer a Careers in Engineering Technology course will be offered to high school girls highlighting architectural, chemical, civil, electrical, electronics, and mechanical engineering technologies. The women and girls in the program will be counseled (if appropriate) to enroll in a non-traditional curriculum suitable to their individual talents and interests.

EVALUATION

Objective 1: Enrollment records will be kept on women who begin the career exploration course. A pre- and post-attitudinal survey will be developed and administered to the group, with a positive change in attitude toward non-traditional careers for women expected and with at least 50% of the participants expected to pursue study or preparation for such a career.

Objective 2: Enrollment records will be kept on high school girls who begin the careers in engineering technology course. The pre- and post-attitudinal survey will also be administered to them with a positive change in attitude also expected and with at least 70% of the participants expected to pursue study or preparation for such a career.

COMMUNICATION

Videotapes of the film and copies of the slide-tape presentation, posters, and brochures will be available at cost by January 15, 1979. Copies of the curriculum used in the courses will be available at cost by March 15, 1979. A final evaluation report of the project will be distributed free to all State Career Education Coordinators in October, 1979 and at cost to others upon request.

DEMOGRAPHIC INFORMATION

Levels/Groups Served	11-12 grade females, women beginning or returning to post-secondary education; women already enrolled in non-traditional programs at TTC	
Number of Persons Served	11-12	50
	Older women	100
Minority Groups Served	Black	30%
Income Distribution	Unknown	
Special Populations	Females	
Type of Area Served	Urban, rural and suburban	

EXPANDING CAREER AWARENESS OF PRESCHOOL AND ELEMENTARY SCHOOL CHILDREN

Utah State University
Logan, Utah

Assistance Contract Award from Career Education Program for:
09/01/78 - 08/31/79
$63,774
Assistance Contract Award No. G0078C0029

PROJECT DIRECTOR: Dr. Pamela J. Riley
Assistant Professor
Department of Sociology
Utah State University
Logan, Utah 84322
(801) 752-4100, Ext. 7662

PARTICIPATING INSTITUTION(S): Logan School District
Utah State University Child Development Laboratory

MAJOR OBJECTIVES

The proposed project is designed to facilitate career education, especially for women. Currently, much of the exposure to career alternatives is differential for males and females. Exposure to a variety of career options not based on sex should significantly reduce certain aspects of sex role stereotyping which limit aspirations, opportunities and experiences for both sexes.

The major objective of the investigators is to develop toys, materials and teaching modules that expand career education and career option awareness. This aim would be realized by (1) developing specific toys and games which depict males in non-traditional careers (there are some toys on the market which show females in non-traditional occupational roles), (2) developing teaching modules to be used in conjunction with nonsexist toys and games (some available now and additional ones to be developed), and (3) observing teaching influence and peer pressure during interaction with the materials. The target population is preschool, second-grade and fourth-grade children.

PROJECT ACTIVITIES

Beginning in September, 1978, the researchers will begin the development of the teaching modules. Also at this time, a subcontractor, the Public Action Coalition on Toys (PACT), will begin the development of nonsexist toys. In October and November aspirational tests for children will be developed and attitudinal tests for teachers will be selected. It is anticipated that the teaching modules and the models of the new toys will be completed and ready for classroom use by early January, 1979.

Classroom experimentation, observation and intervention will begin in January and continue through March as the children are exposed to the teaching modules and toys. In late March aspirational and attitudinal tests will be given to the children and teachers. Data will be coded in April and May and computer analyzed in June and July. Also during June and July, the teaching modules will be prepared for dissemination.

The project will end in late August and results and products will be disseminated in August and September. The researchers are hopeful that the proposed intervention will facilitate "equal" career education, an education that is not based on sex-role stereotypical occupational choices.

EVALUATION

Objective 1: A subcontract with PACT will support the development of nonsexist toys which will be used in preschool, second- and fourth-grade classrooms. The utility of these products will then be evaluated.

Objective 2: Teaching modules will be developed by the project investigators and pretested in the classrooms. Teachers will be interviewed as to the usefulness of these modules.

Objective 3: Audio-observation of teacher influence and peer pressure will be recorded during interaction with the toys and modules.

Students and teachers will be given tests to determine attitudes and aspirations. These tests will be given in early January and then again in late March to determine if exposure to toys and modules influenced teacher attitudes or the children's aspirations. The research design calls for several control and experimental classes at each grade level. The control groups will not receive modules or toys. We will be evaluating our success by comparing post-test results for the experimental and control groups. The design will aid us in our evaluation of the impact and effectiveness of the toys and modules.

COMMUNICATION

The teaching modules will be prepared for dissemination to potential commerical outlets. PACT will conduct promotional efforts to market the new toys and games. In addition, the results of our investigation will be printed in the final report and distributed to relevant national organizations and to the local school district.

DEMOGRAPHIC INFORMATION

Levels/Groups Served----------Preschool, second- and fourth-grade students and teachers
Type of Area Served----------Small town

Number of Persons Served	Preschool	60
	Second	100
	Fourth	100
	Teachers	16
Minority Groups Served	White	100%
Income Distribution	Under $5,000	5%
	$5,000 - $9,999	15%
	$10,000 - $14,999	60%
	$15,000 - $19,999	15%
	$20,000 or more	5%
Special Populations	Handicapped	1%
	Gifted and Talented	2%

Profiles Of Projects In Category 4

Methods and Techniques for Training and Retraining

CALIFORNIA MASTER TRAINER PROPOSAL

California State Department of Education

Assistance Contract Award from Career Education Program for:
07/01/78 - 06/30/79
$74,534
Assistance Contract Award No. G0078C0036

PROJECT DIRECTOR: Joe McGhee
California State Department of Education
Personal & Career Development Services
721 Capitol Mall, 3rd Floor
Sacramento, California 95814
(916) 322-6352

PARTICIPATING INSTITUTION(S): California State Department of Education
California Association of Work Experience Educators (CAWEE)
20 selected school districts throughout California and/or county offices of education

MAJOR OBJECTIVES

By June 1, 1979, 600 people from the local level including teachers, administrators, counselors, community representatives and students will have participated in master trainer workshops (one day planning, 2 days of workshops, 1 day follow-up and evaluation).

1. By June 1, 1979, 30 master trainers will have planned, conducted, and evaluated 20 master trainer workshops.

2. By June 20, 1979, a minimum of 200 of the 600 people who have been trained by the master trainer process will have conducted at least one inservice activity in 20 different locations in California as measured by action plans developed in master trainer workshops and follow-up--evaluation visits by the master trainer team.

3. By June 1, 1979, 100 training kits will be developed and disseminated.

   a. The materials will be evaluated by the users through an assessment form developed by the third-party evaluator.

   b. The effectiveness of the materials in the kit will be evaluated by the master trainers in cooperation with the third-party evaluator.

By December 31, 1978, a third-party evaluator will be selected to assess the effectiveness of this project and the materials developed and will submit a report with recommendations to the State Department of Education.

PROJECT ACTIVITIES

Twenty LEAs will be identified who have a need for and willingness to participate in a training program. County offices of education will be invited to participate in project sponsored workshops to prepare them to serve as a resource to training teams. These teams will be responsible for providng continuing career education inservice to the staffs of each local school. Thus a multiplier effect will be created whereby motivation, methods and techniques will be developed and passed on to an ever increasing number of educators and persons interested in education and thus to more students.

Four-day workshops at the district level will emphasize the development of district plans for the implementation of career education and subsequent career education inservice. This project includes teachers from all disciplines and all program areas, including those for the handicapped and disadvantaged. Therefore, districts will be asked to identify teachers and others who are interested in and capable of acting as inservice trainers.

Local training teams will participate in project simulation workshops and will aid in develpoing materials, methods and techniques for the continual delivery of inservice to the total staffs in district schools. Kits will be developed for ready transportability and easy dissemination. County offices of education will supplement district inservice programs by providing technical assistance to district trainers and/or additional manpower to conduct inservice training programs with district schools. A heavy commitment to the concepts of career education will be obtained from decision makers at the local level before workshops are scheduled.

EVALUATION

1. Data will be collected that relate to each of the following evaluative objectives:

   A. To determine changes in district and school administrator behavior indicating staff support for career education that can be attributed to the project.

   B. To determine changes in teacher behavior as indicated by lesson plans and curricula planning procedures that can be attributed to the project.

   C. To the extent feasible, determine changes in student performance, behavior, and educational experiences that can be attributed to the project.

   D. To determine changes in counselor/teacher behavior and counselor relationships in terms of career education that can be attributed to the project.

   E. To determine the contribution of state career education staff and CAWEE to the project, especially in terms of: (a) training and management of trainers, (b) development of career education materials, (c) follow-up visits to career education sites and project monitoring, correspondence, phone contacts, etc.

F. To determine district perceptions of the effectiveness of the master trainers and others in conveying career education concepts.

2. A third-party evaluator will be selected by a bidding process to assess the accomplishment of the program objectives.

COMMUNICATION

1. By June 1, 1979, 100 training kits will have been disseminated and evaluated by school districts and master trainers in California.

2. The third-party evaluator will submit a report by June 30, 1979.

3. By June 30, 1979, the project staff will have developed a model for implementation and make recommendations to the California State Board of Education.

4. All products and reports will be available to anyone for the cost of printing and postage.

DEMOGRAPHIC INFORMATION

This information is not available because the 20 LEAs have not been identified at this time.

PREPARATION OF SCIENCE EDUCATORS TO ENGAGE EFFECTIVELY IN CAREER EDUCATION THROUGH THE INVOLVEMENT OF A PROFESSIONAL EDUCATION ASSOCIATION

National Science Teachers Association
Washington, D.C.

Contract Award from Career Education Program for: 10/01/78 - 11/30/79
$102,205
Contract Award No. 300780412

PROJECT DIRECTOR: Dr. John M. Akey
National Science Teachers Association
2410 Warwick Lane
Colorado Springs, Colorado 30909
(303) 635-6491 or 596-7536

PARTICIPATING INSTITUTION(S): None

MAJOR OBJECTIVES

1. Science educators K-12 will develop a better understanding of the need for career education reforms and the importance of these reforms to the teaching of science.

2. Science educators K-12 will receive assistance in the implementation of career education reforms.

PROJECT ACTIVITIES

In November, 1978 a steering committee will review preliminary plans developed by the Project Director and the Program Administrator. A second meeting of the steering committee will take place following the completion of a survey of 5,000 members of NSTA. The survey will determine science educators' extent of understanding of career education concepts and the implication of these concepts for the teaching of science. Using the data from the survey and comments from the first steering committee meeting a formal plan will be presented to the steering committee during their second meeting.

A Teacher's Handbook describing the need, relevance, exemplary methods and specific skills involved in career education will be developed. An article on the role of NSTA members in the development of effective career education in science will be published in "Science and Children" and "The Science Teacher," both journals of the association. A competition to select exemplary career education activities effectively utilized in the classroom will be staged. A monograph will be developed regarding the need for increased communication between the professional working world and science and the strategies for meeting this need. These materials will all be

utilized in three one-day workshops scheduled for the fall of 1979 in Hartford, Connecticut; St. Louis, Missouri; and Portland, Oregon. Sixty science educators will be invited to attend each workshop.

A Clearinghouse of career education information in science will be established and a bibliography prepared. The bibliography will be made available to all science educators. Four newsletters will be published during the course of the project and made available to all interested science educators.

EVALUATION

An evaluation form will be developed and distributed to each participant of the three workshops scheduled for the fall of 1979. The evaluation will determine the participants' understanding of the need for career education reforms and the importance of career education in the teaching of science. Also assessed will be the usefulness of the workshop including the materials used and how the participants plan to implement career education in the science classroom.

COMMUNICATION

A Teacher's Handbook and journal article on the role of NSTA members in Career Education, a monograph on strategies, methods and practices of infusing career education into the science classroom, and a second monograph on increasing communications between the professional working and science educators will be completed by the end of the project in November 1979.

Four newsletters will be distributed to all NSTA members during the course of the projects. An annotated bibliography of career education materials in science will be prepared and distributed in the newsletter.

Limited copies of the materials will be made available for the cost of printing plus handling and postage.

Participants in the three NSTA workshops will be expected to organize career workshops in their local geographical areas.

DEMOGRAPHIC INFORMATION

This project will serve K-12 classroom teachers who are members of the National Science Teachers Association. Up to sixty educators will be invited to participate in three workshops scheduled for the Fall of 1979. A workshop is scheduled for the West Coast, East Coast and Mid-America.

Participants will be selected from applications submitted by NSTA members. Participants will be selected to provide a balance for geographic locale, educational level, ethnic background and sex.

COMMUNICATION OF CAREER EDUCATION PHILOSOPHY, METHODS ACTIVITIES AND EVALUATION RESULTS TO EDUCATION DECISIONMAKERS

National School Boards Association
Washington, D. C.

Assistance Contract Award from Career Education Program for:
10/01/78 - 09/30/79
$174,505
Assistance Contract Award No. G0078C0014

PROJECT DIRECTOR: Stephen H. Kreimer
Director, Career Education Project
National School Boards Association
1055 Thomas Jefferson Street, N.W.
Washington, D.C. 20007
(202) 337-7666

PARTICIPATING INSTITUTION(S): National School Boards Association

MAJOR OBJECTIVES

We will train 200 local school board members so that they will be able to:

(A) List benefits of career education for key population.
(B) Describe and infuse career education curriculum giving examples from various grade levels and subject fields.
(C) Describe set of special non-infused career education activities.
(D) Describe separate non-infused career education program.
(E) Describe techniques for involving the community in career education.
(F) List typical permanent components locally financed career education program and the range of cost for each component.
(G) Discuss the relationship of career education cost and benefits in local districts.
(H) Cite local revenue source.
(I) Name local districts which are supplying permanent financing for career education from local sources.
(J) Answer typical questions about career education asked by local school board members.
(K) Pledge six consulting days during the succeeding twelve months for consulting with local school districts.
(L) Service consultants to local school district, either on-site in one district or at a meeting of local school districts.

PROJECT ACTIVITIES

During the early fall of 1978 NSBA shall conduct a national survey of the financing of Career Education programs in local school districts throughout the country. The

survey is intended to describe, compare and contrast the ways in which local school districts have financed their Career Education programs once their Federal funding has been discontinued. It will also seek to determine what factors in a local setting led each district to choose the financing strategies it selected, determine the costs and effects of the Career Education programs and the relationship between the costs and effects in each district and then to generalize across 25 model case studies of continuing Career Education programs in local school districts about what makes a school district become self-financing (that is, how a district persuades its community to spend local tax money and/or how a district persuades foundations or local businesses to provide financial support for needed goods and services).

Once the data has been collected an analysis of financing strategies, costs of Career Education programs, effects of Career Education programs, and the relationships between these costs and effects will be carefully conducted and will become the basis for draft findings which will be presented at each of the five regional training conferences discussed later and included in one of the final project products, Financing Career Education. Interpretations of the data will include looking for patterns of adopting particular local financing strategies and patterns of which Career Education program components are dropped or reduced and which are kept or expanded after Federal funding runs out. Generalizations will be made within school district-size categories as well as across several model districts as appropriate.

Using the information collected during the survey and as a base of information NSBA will then conduct four regional training seminars for school board members and state school boards associations staff persons. The focus of these seminars will be to train 2-3 board members per state, and one state association staff person, as consultants in financing of Career Education programs at the local level. The seminars will run approximately for one and a half days and during that time all aspects of the Career Education concept will be discussed. After the seminar it is presumed that those board members in attendance will then pledge six free consulting days to state school boards associations and state Career Education coordinators.

Concurrent with the survey, late fall, NSBA will begin the development of a new film. This film will deal with the concept of collaboration/community involvement and planning for Career Education at the local level. NSBA recognizes that community involvement is, in fact and in truth, nothing new to local boards of education for they are, in fact, made up of community representatives. It appears though that few school boards heads truly have the ready experience that would allow them to reach out and involve the community both with the immediacy and the intensity as required if Career Education is going to succeed. The film will demonstrate the most effective ways of doing this by artificially creating a school board and showing the steps that they go through to provide for community involvement.

EVALUATION

The evaluation of the learner outcomes in product development objectives as described previously will be the primary responsibility of a third party evaluator, Policy Studies in Education of New York City. PSE is proposing a three-part plan for determing the success of the project both in a summative informative manner. PSE expects to complete a formative evaluation of the training conferences themselves, a summative evaluation at the conferences to determine what the consultants know and feel about the Career Education topics focused upon at the conferences and a summative

evaluation several months following the conferences to determine what the consultants have actually done to help local school districts as a result of the information and skills they gained at the training conferences.

COMMUNICATION

Principally NSBA shall communicate the intent of the projects from the very beginning to all of its state associations encouraging them to further disseminate this information through all of their respective publications. At the conclusion of the project, copies of the booklet on financing Career Education and prints of the film will be available. Likewise descriptive brochures will be designed, printed, and distributed widely to insure that as broad an audience as possible is informed of the project.

DEMOGRAPHIC INFORMATION

The prime audience for this project is local boards of education. We expect, however, to actively involve all community groups in its eventual use.

A PROPOSAL TO PREPARE PHYSICAL EDUCATORS TO ENGAGE EFFECTIVELY IN CAREER EDUCATION

American Alliance for Health, Physical Education & Recreation
Washington, D.C.

Contract Award from Career Education Program for: 10/01/78 - 11/30/79
$106,199
Contract No. 300780481

PROJECT DIRECTOR: Carolyn Keith-Henes
American Alliance for Health,
Physical Education & Recreation
1201 16th Street, N.W.
Washington, D.C. 20036
(202) 833-4392

PARTICIPATING INSTITUTION(S): American Alliance for Health, Physical Education, and Sport with direction by the National Association for Girls and Women in Sport and the National Association for Sport and Physical Education

MAJOR OBJECTIVES

1. The membership will be surveyed regarding their interest, knowledge, attitudes, practices, and skills in combining career education with physical education and sport as well as what help the association can provide in utilizing career education as one learning motivation technique.

2. A resource clearinghouse on career education and physical education and sport related materials will be developed that includes current bibliographies, lists of exemplary projects, reference organizations, and resource individuals.

3. Materials that relate career education to physical education and sport will be developed that --

   a. Explain the need to develop increased communication between the professional working world and the discipline

   b. Present strategies, methods, and practices for weaving career education concepts into the discipline

   c. Identify specific skills of physical education and sport that help prepare one for available careers

4. Workshops will provide training on the basic concepts of career education and how to combine career education with the physical education and sport curriculum.

PROJECT ACTIVITIES

The project director, administrator, and a selected steering committee with regional representation will develop a detailed action plan to examine the role of career education in physical education and sport, to develop the contracted materials, and to establish a communication network to facilitate the implementation of career education with physical education and sport. Further direction to the project will be given by the survey analysis which will be based on a random sample of members of the National Association for Sport and Physical Education and the National Association for Girls and Women in Sport. In addition, an advisory committee from the metropolitan area of Washington will provide further advice for project material development.

The clearinghouse will be available to the membership and others interested in career education, physical education and sport by January, 1979.

Four addendums of four pages each relating career education, physical education and sport will be published in the February, May, August and October issues of the Association's newsletter. Additional articles related to the project will appear in other publications of the Association.

Major written materials developed during the project will include a monograph on "The Strategies, Methods, and Practices of Infusing Career Education in Physical Education and Sport" and a teacher's handbook with sections on 1) the relevance of career education to physical education and sport, 2) examples of exemplary methods, practices, 3) specific skills related to the world of work, and 4) bibliographies of current resources.

A final project activity will be conducting three regional workshops that focus on the implementation of materials developed from the project and strategies for classroom teaching career education related to physical education and sport.

EVALUATION

Objective 1 - The survey will be analyzed by the Steering Committee and the staff from which additional specific objectives can be set to best meet membership needs related to the project.

Objective 2 - The Steering Committee, the in-house staff, and the local advisory committee will review the clearinghouse materials, their completeness, and their usefulness.

Objective 3 - The Steering Committee, the in-house staff, and the local advisory committee as well as the Career Education Office will evaluate the written products based on specific criteria.

Objective 4 - Evaluation instruments will be designed and utilized at the regional workshops that measure pre and post learning of participants, provide feedback on the workshop format and presentations, and evaluate the usefulness of project materials.

COMMUNICATION

Products - The monograph and the handbook will be available September, 1979, and distributed at cost.

Workshops - Three regional workshops on career education combined with physical education and sport for educators will be held.

Project Literature - A final evaluation report of the project will be available.

DEMOGRAPHIC INFORMATION

Levels/Groups Served	Members of the American Alliance for Health, Physical Education, and Sport K-12 and Post Secondary Students Career Referrals
Type of Area Served	Urban, Suburban, Rural
Income Distribution	Information not available
Special Populations	Information not available
Nature of Geographic Area	Nationwide

CAREER EDUCATION: RETRAINING EDUCATIONAL PERSONNEL
VIA THEIR PROFESSIONAL ORGANIZATIONS

National Council for the Social Studies
Washington, D.C.

Contract Award from Career Education
Program for: 10/1/78 - 11/30/79
$92,005
Contract No. 300780480

PROJECT DIRECTOR: Dr. Carole L. Hahn
Assistant Professor
Division of Educational Studies
Emory University
Atlanta, Georgia 30030
(404) 329-6465

PARTICIPATING INSTITUTION(S): National Council for the Social Studies

MAJOR OBJECTIVES

1. A data base of NCSS members' knowledge of, attitudes toward and incorporation of career education will be compiled.
2. A handbook and three monographs on career education and the social studies will be developed.
3. The handbook and monographs will be disseminated at regional and state meetings of NCSS.
4. Members of NCSS will have increased knowledge about how they can infuse career education into social studies instruction.

PROJECT ACTIVITIES

During the winter of 1979, NCSS will conduct a survey of its members. The purpose of the survey is to assess members experience with career education and their attitudes toward it. In addition, we hope to determine the extent to which people feel they have the knowledge and resources available to incorporate career education into their social studies instruction.

A handbook and three monographs will be written on career education and the social studies. The monographs will be position papers whereas the handbook will be a practical guide for infusing career education into social studies classes. The handbook will contain sample lessons, and lists of available resources.

The handbook will be field tested at regional meetings of NCSS in the spring of 1979. Field tests with teachers will thus guide the revision of the handbook. The revised handbook and the monographs will be presented at a session at the national NCSS convention in Portland in November 1979.

Further dissemination will occur through reports in the NCSS newsletter, The Social Studies Professional. A national task force and five regional task forces will provide input to the total project. Task force members will review all publications, offering suggestions for revision and they will assist with the convention presentations.

EVALUATION

Objective 1: A survey developed by C. Aslanian of ETS and Research for Better Schools will be mailed to a random sample of members of the National Council for the Social Studies, in the winter of 1979. The survey responses will be published in the NCSS newsletter and will thus be available to members planning career education programs.

Objective 2: The handbook will be field tested with groups of teachers at NCSS regional meetings. The teachers will make suggestions for revision. The final copy of the handbook and the monographs will be evaluated by the task forces for clarity, usefulness and comprehensiveness.

Objective 3: A summary of the convention sessions with lists of participants' names and addresses will be included in the final report of the project.

Objective 4: A record will be kept of all inquiries in response to the newsletter articles. Further, a record will be kept of all individuals who request copies of the publications, and they will be asked to respond on a tear-out reaction sheet at the back of each publication.

COMMUNICATION

The handbook will be given to all participants at the NCSS Career Education Workshop at the annual meeting in Portland in November 1979. Copies of the handbook and of the monographs will be mailed to interested persons for the cost of printing and postage. The publications will be considered by the NCSS Publications Board for possible distribution to NCSS members through the regular publications program.

Sessions on career education and the social studies will be held at regional conventions in Boston, Chicago, Denver, and Nashville in spring 1979; a similar session will be held at the national meeting in Portland in November 1979.

NCSS members will be kept informed of the progress of the project through regular articles in the newsletter, The Social Studies Professional.

DEMOGRAPHIC INFORMATION

Levels/Groups Served----------K-12 teachers, social studies coordinators, college professors and other members of NCSS

Number of Participants----------16,000 members of NCSS

Type of Area Served----------National

Minority Groups Served----------Members of NCSS who are minorities, numbers unknown

Income Distribution----------Not Applicable

Special Populations----------Not Known

PROFESSIONAL ORGANIZATION INVOLVEMENT IN CAREER EDUCATION

National Council of Teachers of English
Urbana, Illinois

Contract Award from Career Education
Program for: 9/1/78 - 11/30/79
$84,932
Contract Award No. 300780413

PROJECT DIRECTOR: Ms. Jan Kilby
National Council of Teachers of English
1111 Kenyon Road
Urbana, Illinois 61801
(217) 328-3870

PARTICIPATING INSTITUTION(S): None

MAJOR OBJECTIVES

1. To inform members of NCTE about the career education concept and to help members clarify the relationship between the goals of career education and the goals of English in order that members can increase their awareness and, in turn, their students' awareness, of the value of English for careers.

2. To assess members' knowledge, attitudes, and skills relating to career education in order to provide members with assistance to enable them to implement career education.

PROJECT ACTIVITIES

For Objective 1:

1. Establishment of the project office at NCTE headquarters.

2. Review of the literature and research on career education to examine relevant materials.

3. Formation of the ten member Task Force on Career Education to advise project staff.

4. Dissemination of information to members through the following means:

   A. Publications
      1. Four newsletters
      2. One teacher's handbook
      3. Three monographs
      4. Series of articles in journals

B. Association Meetings

1. Pre-convention workshop on career education and English to be held prior to the November 22-24, 1979 Annual NCTE Convention in San Francisco, California

For Objective 2:

1. Conduct a survey of membership in March, 1979.

2. Utilize survey results to develop future plans to meet the needs of the membership.

EVALUATION

For Objectives 1 and 2:

1. Project staff and Task Force on Career Education members will meet together three times to monitor the progress of the project and to analyze the results of the survey.

2. Project director will submit two evaluation reports to the U.S. Office of Education: one progress report submitted after six months and one final report at the end of the project.

COMMUNICATION

1. At the end of the project, the following products will be available:

   A. Four newsletters
   B. One teacher's handbook
   C. Three monographs
   D. Series of articles in journals

2. A pre-convention workshop held prior to the Annual NCTE convention November 22-24, 1979 will provide opportunities to disseminate information about the project. Project director may also schedule trips to other section conferences.

3. Literature describing the project will be continually available to all NCTE members and to all persons requesting such information.

DEMOGRAPHIC INFORMATION

The population to be served in this project is as follows:

1. 4,575 members of the NCTE elementary section
2. 22,825 members of the NCTE secondary section

EDUCATIONAL PREPARATION FOR INVOLVEMENT IN CAREERS

Jefferson County Public Schools
Louisville, Kentucky

Assistance Contract Award for:
10/01/78 - 9/30/79
$157,898
Assistance Contract Award No. G0078C0016

PROJECT DIRECTOR: Mrs. Barbara Preli
Jefferson County Public Schools
675 River City Mall
Louisville, Kentucky 40202
(502) 581-4558

PARTICIPATING INSTITUTION(S): Jefferson County Public Schools
Brown Education Center, Room 1508
Louisville, Kentucky 40202

MAJOR OBJECTIVES

1. To provide school staff with the training necessary for them to be able to:

   a. implement and refine the career model.
   b. integrate career concepts with the teaching/learning process.
   c. work in partnership with the home and family, in order to encourage the students awareness, exploration, and preparation for work.
   d. utilize and link with the work community, in a joint effort to effectively use the community as a classroom.

2. To provide the community with the necessary career education knowledge and understanding which will enable them to:

   a. participate as a partner in using the community as a classroom for the career education program.
   b. provide feedback on the program.
   c. participate in activities designed to bring the home and family into the career concepts.

3. To provide dissemination of the projects training model on a local, state and national basis.

4. To provide effective and efficient management of the Career Education Program through the use of an information-based decision making model.

PROJECT ACTIVITIES

Staff Development:

Instructional staff at 159 school sites will participate in a continuous program of

staff development throughout the school year.

Training sessions will be planned based on identified competencies needed for an infused program of Career Education.

A continuous program of staff development for each school's chairperson will be provided throughout the school year.

Model Implementation:

Model implementation at 159 school sites.

Community Involvement:

The use of the entire community as a partner in the career education program.

Special training sessions will be provided throughout the year for work community, home and family.

Dissemination:

Activities for observation and visitation will be provided by request.

Sample training modules will be provided to the United States Office of Career Education.

EVALUATION

A strong component of both process and product evaluation which emphasizes replicability and quality comparitive analysis of program and learner objectives.

Objective 1: Staff will be tested at the knowledge level of identified competencies.

Teacher surveys research observation and accomplishment reports will monitor quality and quantity of application.

Objective 2: Community knowledge and participation will be assessed by survey, questionnaires, logs of attendance.

Objective 3: Dissemination activities will be recorded by a monthly log and survey.

Objective 4: Management will be assessed by actions and accomplishment reports related to detailed operation plan.

School staff satisfaction will be assessed by questionnaire.

DEMOGRAPHIC INFORMATION

Levels/Groups Served	K-12 Students, Parents		
Type of Area Served	Urban		
Number of Persons Served	K-6	43,294	
	7-9	15,326	
	10-12	50,508	
	Parents	23,000	
Minority Groups Served	Black	24.3	
Income Distribution	Under $5,000		10%
	$5,000 - $9,999		30%
	$10,000 - $14,999		30%
	$15,000 - $19,999		20%
	$20,000 or more		10%
Special Populations	Handicapped		15%
	Gifted and Talented		10%

PROGRAM METHODS AND MATERIALS FOR TRAINING CAREER EDUCATORS

Boston University
Boston, Massachusetts

Assistance Contract Award
from Career Education Program
for: 9/1/78 - 8/31/79
$93,000
Assistance Contract Award No.
G0078C0021

PROJECT DIRECTOR: Harold S. Resnick/Robert R. Gower
Boston University
School of Education
765 Commonwealth Avenue
Boston, Massachusetts 02215
(617) 353-3262

PARTICIPATING INSTITUTION(S): Boston University, School of Education
Barnstable, Massachusetts Public Schools
Boston, Massachusetts Public Schools
Brookline, Massachusetts Public Schools
Stoughton, Massachusetts Public Schools

PROJECT DESCRIPTION, OBJECTIVES, AND EVALUATION

This project is designed to demonstrate the most effective means for the training and retraining of educational personnel for conducting career education programs. It is based upon the programmatic assumption that career education should be infused into school programs at all levels by all professional educators. It is based upon the further assumption that this capability will occur through in-service education, much of which will occur in the local school setting, by a variety of individuals with differing backgrounds and capabilities.

This project is designed, therefore, to accomplish three major objectives. The first major objective will be to develop a set of replicable, transportable, and generalizable training manuals that may be used by other universities, school systems, and state departments of education for the application of career education staff development programs. This set of manuals will include screening and pretesting procedures, a "high structure" training manual, a "low structure" training manual, an evaluation and assessment manual, and procedures for determining whether the high or low structured program should be used. The project calls for the development, validation, and dissemination of these manuals to career education personnel in a variety of settings.

The second of these objectives is to provide actual training for eighty teachers from four different school systems, representing a cross-section of urban, suburban, and rural communities. The individuals to receive the training will be teachers at the K-8 level, although the applicability of the training model reaches across all levels of career education. This training will be conducted at community sites during the

1979 Spring Semester, and each participant will be awarded four semester hours of graduate credit for the experience.

The third component of this project asks the research question: Who should receive high or low-structured programs, based upon the orientation and receptivity of the teachers toward career education? This "goodness of fit" component of the project will help provide the basis for matching different kinds of teachers with the most appropriate training program. The results of this component will add to the body of research knowledge about career education, and be included with the training manuals so that others may better match alternative training models to the varied needs, backgrounds, and orientations of the educational personnel receiving the training.

The evaluation component will include both a formative and summative phase. Evaluation will support the development of the training manuals and will provide assessment of the general success of the training project.

COMMUNICATION

Two replicable in-service training manuals will be developed by the project. These manuals will be useful to universities, school systems, and state departments of education for the application of career education staff development programs. These will be available at the end of the project. Copies will be available on a cost of reproduction basis through the Boston University, School of Education, Department of Business and Career Education, as part of its Occasional Papers series. Copies will also be sent to ERIC, and other national dissemination centers and selected career education personnel nationally.

During the project year, project personnel will make presentations at professional meetings, conferences and workshops.

External dissemination will also include articles in professional journals.

DEMOGRAPHIC INFORMATION

This project will provide in-service training to eighty professional educators teaching in grade levels K to 8 in four school systems. The selected school systems represent one rural, one lower middle class suburban, one upper middle class suburban and one urban community. Participation will be voluntary.

DESIGN FOR CAREER EDUCATION

St. Louis Public Schools
St. Louis, Missouri

Assistance Contract Award from Career Education Program for:
07/01/78 - 06/30/79
$125,765
Assistance Contract No. G0078C0024

PROJECT DIRECTOR: Ms. Mary York
Acting Executive Director
Division of Curriculum Services
1517 South Theresa Avenue
St. Louis, Missouri 63104
(314) 865-4550

PARTICIPATING INSTITUTION(S): St. Louis Public Schools

MAJOR OBJECTIVES

1. By June 1979, 32 elementary and secondary school principals and 76 teacher facilitators will demonstrate:

   a) increased familiarity with career education concepts, purposes and outcomes.
   b) increased knowledge of curriculum practices for infusing career education into traditional subject matter.
   c) increased knowledge of techniques for conducting field trips, interviewing community resources and value clarification exercises.
   d) increased familiarity with career guidance techniques that support and facilitate career education, as measured by the Career Education Inventory Test.

2. By June 1979, approximately 640 elementary and/or secondary school teachers:

   a) will demonstrate an increased knowledge and understanding of career education concepts, purposes and outcomes, as measured by the Career Education Inventory Test.
   b) will demonstrate an awareness of the relevance of their respective subject area to the world of work by introducing career education concepts into their classroom, as evidenced by building facilitators anecdotal record.
   c) will develop class units which use available instructional and/or counseling material in career education as evidenced by class logs.

d) will develop, demonstrate and evaluate their own instructional and/or counseling materials as evidenced by the availability of such materials for review by project staff.
e) will demonstrate an awareness of business, industry, and the community as resources for career education infusion, as evidenced by class logs.

PROJECT ACTIVITIES

The Project will support four major activities:

1. The project will provide elementary school principal and two teacher facilitators in each of 17 target elementary school and secondary school principal and four teacher facilitators (one each in social studies, math, science and communication skills) in each of 6 target secondary schools with inservice training on the concepts, outcomes and purposes of career education. Based on the cluster principle, administrators and facilitators will develop timelines for training activities in their respective schools, demonstrate knowledge of career education by developing instructional materials and train teachers in the areas of motivating school work, career information and career skills.

The multiplier method will be utilized in the training and retraining of teachers in the St. Louis Public Schools in the concepts of Career education. During the school year, 1978-1979, principals will receive 10 hours of inservice training, facilitators 24 hours, and other teachers of target schools 6 hours. Cluster coordinators will provide leadership for coordinating the career education program in 23 target elementary and secondary schools utilizing building facilitators and be responsible for program development so that teachers can help students.

2. The project will provide all other teachers in the 17 target elementary schools and selected teachers in the 6 target high schools with inservice training by principals and teacher facilitators in the knowledge of career education concepts, purposes and outcomes. Teachers will develop, demonstrate and evaluate their own instructional materials, using prior materials developed, community resources and their own resourcefulness.

The inservice sessions for principals will be designed to familiarize them with career education concepts and practices so that they can implement a building plan that is comprehensive in its approach and involves complete staff participation. The inservice sessions for facilitators and teachers will be geared to providing information and skills needed to implement career education philosophy and concepts. The format of these sessions will be based upon the premise that each student needs to explore in a systematic way the various possibilities open to him as he progresses through to make decisions regarding career options. Training will provide ways by which teachers can teach students to: engage in occupational exploratory activities; discuss personal and social factors that affect job success; select appropriate occupational preparation needed for entry level employment; show how aptitudes, abilities, interests, values and physical characteristics are related to career choice, and correlate basic skills with practical career opportunities.

3. The project will provide for the classroom infusion of career education concepts in reading, math, language, science and social studies classes. Students will correlate the importance of basic skills with the World of Work and, on the 7-12 grade levels, will become familiar with decision making and job seeking skills.

The Cluster Coordinators in addition to planning and conducting 40 hours of inservice sessions will work within the 23 target schools in assisting teachers in implementing career education in their classrooms. Teachers will have assistance in developing 4 mini-units and in utilizing community resources. The Coordinators, in addition, will meet with department heads on the secondary level and with business-industry-labor representatives in the community. Coordinated community resource activities include continuing the successful World of Work Exploration Trips started during previous HEW funding and organizing an "Executive in the Classroom" program utilizing the expertise of borrowed executives directly in the classroom.

4. The Career Education Community Advisory Council is a major component of the career education project. The council will build career education awareness, inform the community about career education, help assure a better understanding of the Free Enterprise System, participate in the above outlined programs and provide the school system with access to resources in the community. This council will work closely with the staff to utilize career education resources such as speakers, lecturers, places to visit, service opportunities, shadowing models in the Greater St. Louis Metropolitan Area.

EVALUATION

Inservice sessions will be monitored by a Workshop Syllabus, Attendance Form, and at least one session will be observed by the evaluator. Four definite products will emerge during the year from the sessions and experiences of the clients: schedule charts, flow diagrams, administrator's observation forms, and plans for use of community resources. A Career Education Inventory Test will be developed for use in training sessions. A norm referenced Workshop Evaluation Form will be administered and provide formative data to aid in the development of future workshops.

Inservice sessions will be monitored by a Workshop Syllabus and Attendance Form. A Workshop Evaluation Form will again be administered and used to evaluate their own workshops.

Classroom infusion of Career Education into subject and grade areas will be evidenced by Career Education Class Logs, with emphasis on the utilization of community resources, and by the development of four mini-units, with at least one rated on a classroom observation scale by a coordinator and/or building principal.

Instruction in Career Education concepts and purposes in given subject areas, as well as knowledge of decision making and job seeking skills will be measured by a Teacher Observation Checklist, regular monitoring of the Teacher Class Logs, and by observation by the coordinators. Interviews and administrative questionnaires will be conducted at all levels to gather formative data and to determine the awareness of students in the infusion of Career Education in the various areas of the curriculum.

Development of a criterion referenced Career Education Inventory will be undertaken to use for evaluation of subsequent workshops.

A structured student interview will be developed to assess the impact of the program on students' perception of the relationship between school and the world-of-work.

COMMUNICATION

Effective communication is a cornerstone of the career education project this year. The total school system and community will be reached through (1) local newspapers, (2) radio, (3) television, (4) city-wide publication "School and Home", and (5) career education newsletters. Effective communication will facilitate growth of career education support and will allow feedback which provides an excellent vehicle for program development.

DEMOGRAPHIC INFORMATION

Levels/Groups Served	K-8 Teachers/Students		
	9-12 Teachers/Students		
Type of Area Served	Urban		
Number of Persons Served	K-12 Students		12,000
	Principals/Teachers		383
Minority Groups Served	Black	72%	
Income Distribution	Under $5,000	25%	
	$5,000 - $9,999	37%	
	$10,000 - $14,999	24%	
	$15,000 - $19,999	11%	
	$20,000 or more	3%	
Special Populations	Handicapped (elementary)		3%
	Gifted and Talented		1%

MEDIA PACKAGES FOR ELEMENTARY SCHOOL TEACHER TRAINERS

Policy Studies in Education
New York, New York

Assistance Contract Award from Career Education Program for:
07/01/78 - 06/30/79
$120,000
Assistance Contract Award No. G0078C0007

PROJECT DIRECTOR: Dr. Henry M. Brickell
Director
Policy Studies in Education
680 Fifth Avenue
New York, New York 10019
(212) 397-0040
A Division of the Academy for
Educational Development

PARTICIPATING
INSTITUTION(S): Counselor Films, Incorporated
Local school districts, as selected for evaluation

MAJOR OBJECTIVES

1. After viewing the films appropriate for their grade level, 75% of elementary school teachers will be able to list both a greater number of and more creative career education infused activities in language arts and mathematics.

2. After viewing the films appropriate for their grade level, 75% of elementary school teachers will show more positive attitudes toward infusing career education into their basic skills instruction.

PROJECT ACTIVITIES

In order to provide elementary school teachers scross the country with much needed career education training which will help them understand that career education has an important place in basic skills instruction--often by showing students the importance and relevance of what they are learning--Policy Studies in Education (PSE) and Counselor Films, Incorporated (CFI) will develop media and print materials for elementary school teacher trainers to use in career education training workshops.

Four 15-minute 16 mm films (and matching filmstrips/cassettes) will be designed to be used as the introduction to preservice and inservice career education training workshops for elementary school teachers (grades 1-6). The four films will focus on infusing career education into basic skills instruction in the following areas: language arts in the primary grades (1-3); language arts in the intermediate grades (4-6); mathematics in the primary grades (1-3); and mathematics in the intermediate grades (4-6). PSE will also provide exemplary career education infused lesson ideas

in language arts and mathematics at all six grade levels to accompany these films. The lessons will be suitable both for teachers to use as a model in creating their own lessons during or following the workshop and for teachers to adopt for use in the classroom as written.

With these integrated media and print materials, a teacher trainer even with limited background in career education will be able to lead a one-day career education workshop for elementary school teachers. As a result of such a workshop, each teacher should gain a better understanding of career education as it relates to basic skills instruction at his/her grade level and thus should feel more positive about infusing career education into his/her curriculum and should be able to develop more interesting and a greater variety of career education infused lessons to match that curriculum.

PSE will provide for interaction between the worlds of work and education during the project and in the final products by: (1) appointing representatives of the business-labor-industry-professional-government community to the advisory panels for the films (other members will include elementary school teachers and state and local teacher trainers such as state education department representatives and local career education project directors); and (2) making sure that community resources are well utilized in each of the films and accompanying print exemplary lessons.

EVALUATION

Throughout their development, the media and print materials will be formatively evaluated (under PSE's direction) by the film's advisory panels through script reviews and film previews. However, once the materials are finished, PSE will collect summative evaluation data on the two teacher learning outcomes by pre/post testing. PSE will select an experimental group of elementary school teachers at each grade (1-6) from elementary schools without career education programs; these schools will have a student and teacher population representative of various socioeconomic characteristics.

Objective 1: PSE will pre/post interview (before and after the workshop) selected teachers about their ideas on career education infusion and ask them to list any career education infused activities they might be able to use in their daily instruction. PSE will tape record these pre/post interviews and analyze the interviews for both qualitative and quantitative change. PSE will look for greater resourcefulness in the teachers' thinking (more infusion ideas and more creative ideas mentioned) in the post interview. PSE will also review any career education infused lessons created by these teachers during the training workshop. Lessons will be judged on clarity, creativity, organization, utilization of community resources, and understanding of career education basic concepts and philosophy.

Objective 2: PSE will pre/post test the teachers using an attitudinal instrument which will measure these teachers' attitudes toward career education infusion in basic skills instruction. Many of the attitudinal items (to which teachers will be asked to respond on an agree-disagree scale) will be drawn from PSE's pool of attitudinal items developed for a variety of career education projects. PSE will look for affective change by means of non-statistical frequency count analysis to determine in what ways these teachers' attitudes changed most.

COMMUNICATION

At the close of the project, media packages for elementary school teacher trainers will be available in both language arts and mathematics at both the primary (grades 1-3) and the intermediate (grades 4-6) levels. Each package will include: (1) a 15-minute 16 mm film; (2) a matching filmstrip and cassette; (3) exemplary career education infused lessons; and (4) a brochure which explains the film's purpose, objectives, and content and which can be used to interest prospective adopters of the training materials.

CFI will advertise these media packages through letters, phone calls, and visits to media center directors, career education practitioners, and appropriate elementary school personnel nationwide; free preview materials will also be offered to those interested. In addition, CFI will exhibit the media packages at appropriate conventions.

DEMOGRAPHIC INFORMATION

Groups Served----------Elementary school teachers and teacher trainers
Type of Area Served----------Nationwide
Number of Persons Served-----4,000

INSERVICE TRAINING IN CAREER EDUCATION:
INCORPORATING THE CAREER CONCEPT IN FOREIGN LANGUAGE PROGRAMS

American Council on the Teaching of Foreign Languages, Inc.
New York, New York

Assistance Award from Office of Career Education for: 7/1/78 - 6/30/79
$75,000
Assistance Award No. G0078C0023

PROJECT DIRECTOR: C. Edward Scebold
Executive Director
American Council on the Teaching of Foreign Languages, Inc.
2 Park Avenue
New York, New York 10016
(212) 689-8021

PARTICIPATING INSTITUTION(S): University of Maryland

MAJOR OBJECTIVES

The American Council on the Teaching of Foreign Languages, Inc. (ACTFL) proposes to create an inservice program to widely disseminate information relating to the role which career education can and should play in foreign language curricula. The inservice model which will result from the project has the potential for adoption and use by other curriculum-specific associations, as well as serve the ongoing need of ACTFL for a flexible mechanism which will serve its members.

PROJECT ACTIVITIES

The project staff will prepare a general film presenting information regarding the purposes and philosophy of career education and the need to weave career education concepts into foreign language curricula. To enhance the potential effectiveness of the film and provide practical, step-by-step procedures and activities to assist teachers in implementing the concepts presented, a study guide and accompanying student study materials will be produced, including:

--sample student handouts which provide a broad range of suggested activities to blend foreign language curricula with career education concepts

--compilations of games, bulletin board ideas, and supplemental activities

--wallcharts or other classroom display materials on career education and foreign languages

--statistical information on the number and types of positions requiring foreign language proficiency which are available in the world of work

--lists of appropriate materials which are available for classroom use from cooperating corporations

--lists of sample guest speakers and public relations services which might be available at minimal or no cost to the teacher

--a bibliography of supplementary reading and resource materials on career education and foreign languages

The finished products will be used in a Training Workshop for fifteen or more persons who will be chosen to conduct a program of regional, state, or local workshops which take place following the conclusion of the project year, under the sponsorship of ACTFL.

EVALUATION

A three-part formative evaluation of the film and study guide will be carried out by an independent consulting agency, Policy Studies in Education, during the course of the project. Following the Training Workshop, a summative evaluation of the learner outcome objectives will be conducted, and an appropriate evaluation plan will be designed for use in the regional, state, and local workshops which will be conducted after the formal termination of the project.

COMMUNICATION

Following the successful completion of the ACTFL Training Workshop, the dissemination activities will commence. Regional, state, and local workshops will be scheduled, based upon the ability of the sponsoring institution(s) to meet the sponsorship criteria.

DEMOGRAPHIC INFORMATION

As a result of the initial training of fifteen or more workshop leaders, it is anticipated that a total of more than four thousand foreign language teachers will participate in the workshops during the total program period, which extends several years beyond the formal termination of the project; the potential number of students who will be reached may be in excess of 400,000.

THE NORTHWEST CONNECTION: DEMONSTRATION OF A MULTI-STATE MODEL FOR COMMUNICATING CAREER EDUCATION THROUGH PEER INTERACTION

Northwest Regional Education Laboratory (NWREL)
Portland, Oregon

Contract Award from Career Education Program for: 10/1/78 - 4/30/80
$428,786
Contract No. 300780556

PROJECT DIRECTOR: Dr. Larry McClure
Director, Education & Work Program
Northwest Regional Education Laboratory (NWREL)
710 S.W. Second Avenue
Portland, Oregon 97204
(503) 248-6891

PARTICIPATING INSTITUTION(S): School systems in five northwestern states: Alaska, Idaho, Montana, Oregon, Washington

MAJOR OBJECTIVES

The major objectives of this project are to:

1. increase the amount of career education activity in individual school buildings in the five-state northwestern region through communication of career education practices by the method of peer interaction, and

2. to communicate the developed multi-state model and other promising models to state-level and multi-state (regional) level career education personnel.

PROJECT ACTIVITIES

A team of 50 persons who are experienced in career education and can provide direct assistance to others in the region will be available for consultation in school systems in the states of Alaska, Idaho, Montana, Oregon and Washington. Consultation will include sharing of practices and materials with school staffs through phone, mail, and on-site help.

The pool of consultants will include classroom teachers, counselors, specialists, administrators, a parent, representatives from business/industry/labor, persons from community and youth-serving organizations who have experience with career education programs, and others. Selection of cadre members will be based on criteria established by a project steering committee composed of State Career Education Coordinators and practitioners from the five states. The committee will work with the NWREL project staff to set overall guidelines and directions for the project.

Each cadre member will be chosen for demonstrated ability to share practical career education know-how with others who need and want that information. The cadre will be trained in early 1979 with initial services available in the spring of 1979. Activities will continue through most of the 1979-80 school year. Procedures will be established for school personnel to contact whichever expert they choose. Services will be well-publicized across the region.

EVALUATION

The evaluation of the multi-state peer assistance model will be conducted by the Education and Work Program evaluation team in two phases--formative and summative. The formative evaluation phase has the primary purpose of providing feedback about the processes of development, training and implementation of the multi-state peer assistance model. The summative evaluation phase is designed to provide evidence about the overall effectiveness of the model and its implementation.

COMMUNICATION

A newsletter will be established to spread information about the project. The quarterly newsletter will also highlight other sources of information on career education practices and materials, both regionally and across the nation.

With technical assistance provided by the Oregon Interinstitutional Consortium on Career Education, a national workshop on communication systems will be held, probably in a Pacific Northwest location. Participants invited to the workshop would include:

State Career Education Coordinators
State Dissemination Unit Directors
Directors of all State, Regional and National Clearinghouses
Interested USOE Career Education Project Directors

A guide will be developed entitled "Guide to Communicating Career Education Materials and Practices: Models and Their Features." The purpose of the guide is to acquaint persons with the variety of methods that exist for communicating career education materials/practices and to give data needed to utilize services that exist. Material to help users design services will also be included. Information will be gathered throughout the project to help design the guide.

DEMOGRAPHIC INFORMATION

Levels/Groups Served----------Teachers, administrators, counselors in K-12th grade

Type of Area Served----------Rural, Urban, Small Town, Suburban

Number of Persons Served:	AK	ID	MT	OR	WA
Teachers	4652	9702	9741	23942	33640
Counselors	124	223	257	NA	NA
Administrators	301	476	386	1740	3291

Minority Groups Served----------Information not available at this time
Income Distribution---------- " " " " " "
Special Populations---------- " " " " " "

A COLLEGE-WIDE TEAM APPROACH TO PROVIDING CAREER EDUCATION TRAINING FOR SCHOOL-BASED TEAMS OF PRINCIPALS, COUNSELORS AND TEACHERS

University of Tennessee
Knoxville, Tennessee

Assistance Contract Award for:
07/01/78 - 06/30/79
$90,000
Assistance Contract Award No. G0078C0035

PROJECT DIRECTOR: Dr. Trudy W. Banta, Associate Professor
Bureau of Educational Research and Service
212 Claxton Education Building
University of Tennessee
Knoxville, Tennessee 37916
(615) 974-4165

PARTICIPATING INSTITUTION(S): University of Tennessee, Knoxville and public schools located throughout Tennessee

MAJOR OBJECTIVES

To provide a model university-based multi-discipline career education training program for school-based teams of principals, counselors, and teachers from throughout Tennessee.

As a result of the workshop experience each participant will develop a plan for implementing career education in his/her own situation. In addition, each participant will be able to (1) write an acceptable definition of career education, (2) identify major events in the historical development of the concept, (3) identify appropriate community resource personnel to assist in the career education effort, and (4) develop a plan for enabling students to interact with personnel in the world of work.

Each teacher participating in the workshop will be able to (1) develop at least five activities or lesson plans involving infusion of career education into her/his content area, (2) identify criteria to be used in evaluating prepared career education materials, (3) define "handicapping conditions" and "mainstreaming" as currently used, and (4) identify the relationships between specific handicaps and career possibilities for students.

Each counselor participating in the workshop will be able to (1) identify equality concepts and roles as they relate to past and present race and sex stereotyping in the world of work, (2) provide liaison between school and community resources for career education, and (3) plan/implement learning activities to promote self-awareness, problem solving, and decision-making skills.

Each administrator participating in the workshop will be able to (1) determine school district and building level career education goals, (2) formulate and administer career education policy, (3) develop plans for evaluating the career education

program, and (4) develop guidelines for staff development in career education.

PROJECT ACTIVITIES

A team of seven professors representing six units of the College of Education at the University of Tennessee, Knoxville (UTK) will: 1. function as a multi-discipline team to present a three-week summer workshop at UTK for teams of professionals from public schools throughout Tennessee; 2. make available to other teacher preparation institutions in the State (a) participation in the workshop and/or (b) materials and references collected for the workshop; and 3. assist each school-based team to develop and implement a local plan for implementation of career education. Assistance with implementation may require visits to the schools of the participants during Fall 1978 and Spring 1979.

EVALUATION

A third party evaluator will observe the summer workshop and interview both workshop participants and professors on the career education team to assess the effectiveness of the team's efforts to integrate the six curriculum modules; present a workshop for principals, counselors, and teachers; and provide access to workshop resources for representatives of other teacher preparation institutions in Tennessee. Questionnaires designed to measure participants' attitudes toward career education and reactions to the workshop will also be administered.

Workshop instructors will assess participants' progress toward meeting the objectives of each curriculum module through appropriate pre- and post-testing. The workshop staff will also evaluate participants' plans for implementing career education in their own schools.

Follow-up of workshop participants to ascertain the extent to which their plans for implementation were put into practice will be a joint undertaking by project staff and the external evaluator.

COMMUNICATION

Selected implementation plans developed by participants during the workshop will be disseminated to other workshop participants, and to additional school personnel in the State during Fall 1978. Curriculum modules, exemplary implementation plans, and bibliographies of materials which were developed for the workshop will be made available to other teacher preparation institutions in Tennessee. A quarterly newsletter will be sent to workshop participants to inform them of the results of staff follow-up visits and of the progress of fellow participants in implementing their career education plans.

DEMOGRAPHIC INFORMATION

The workshop is designed for twenty-seven teams of four inservice professionals--two teachers, a counselor, and a principal--from schools throughout Tennessee. With rare exceptions the participants will be graduate students in education. The workshop will be open to professionals working at any grade level, K-12.

INTEGRATING PARENTS, THE COMMUNITY, HIGHER EDUCATION,
AND THE SCHOOL TO DEVELOP A TEACHER TRAINING MODEL
TO IMPLEMENT CAREER EDUCATION BASED ON STATE AND LOCAL NEEDS

South Burlington School District
South Burlington, Vermont

Assistance Contract Award from
Career Education Program for:
7/1/78 - 6/30/79
$110,000
Assistance Contract Award No. G0078C0034

PROJECT DIRECTOR: Lawrence E. LeCours/Barbara-Jan Wilson
South Burlington Middle School
500 Dorset Street
South Burlington, Vermont 05401
(802) 864-7389

PARTICIPATING
INSTITUTION(S): South Burlington School District

MAJOR OBJECTIVES

The South Burlington Career Education Project will develop a demonstration model that trains school personnel to infuse Career Education into the curriculum, a process which involves the entire community: parents, higher education, labor, industry, business, area craftspersons and performing artists.

Learner Outcomes:

1. Twenty-one core teachers and the project staff will act as a catalyst to assist the South Burlington faculty to:

   a. conclude that career planning is a life-long process and should begin at an early age;

   b. use materials and resources to develop activities that infuse Career Education into existing curricula;

   c. become acquainted with community resources and ways to utilize them; and

   d. relate school experiences to the goals of Career Education and to career options.

2. Parents, interested community members, business and college representatives will:

   a. be aware of their roles in the career development process;

   b. support the Career Education program by identifying skills and talents which they possess and are willing to share with students and teachers;

c. invite the project staff and faculty to share Career Education concepts at their homes, places of business or classrooms; and

d. recognize that sex does not preclude occupational choice.

PROJECT ACTIVITIES

1. A summer workshop will introduce twenty-one core teachers to Career Education.

2. These teachers and the project staff will act as models and resources to assist a minimum of 150 teachers to infuse Career Education into existing curricula.

3. Twenty meetings will be held in parents' homes (Community Career Education Extension Service) to help parents become active facilitators of the Career Education process.

4. The project will extend itself as a model and resource for preservice educational training through four area colleges.

5. Twenty-one teachers/administrators will interview personnel in a variety of occupations and share the experience with other faculty.

6. Meetings will be held between professional staff members and representatives from business, industry, labor, public service and the arts and crafts to discuss career and subject related experiences.

7. One teacher resource center and five individual "Career Education Interest Corners" will be set up in the district.

8. A Five Year Career Education Plan for the South Burlington School District will be developed and shared with the State of Vermont.

EVALUATION

A third party evaluator will submit three reports to the South Burlington Superintendent's Office and a semi-annual and final evaluation to the program officer. He will meet regularly with the project staff to evaluate the progress of the project.

The Core Teachers and a random sample of the faculty will be pre and post tested using "The Opionnaire for Identifying Perceptions of Career Education" to determine attitudinal, behavioral and knowledge change during the project.

A log will be kept of all inservice meetings, seminars, use of Career Education materials and resources, and interaction between the project staff, core teachers and the faculty.

Parents will evaluate the success of the meetings in neighborhood homes through pre and post opinionnaires. College personnel and student teachers will similarly determine the appropriateness of including Career Education in the teacher training process.

The third party evaluator will analyze the variety of learning experiences provided through community resources by using Bloom's Taxonomy and will also analyze the dissemination effort and effectiveness of the project utilizing the Havelock Model for Implementation, Dissemination and Change.

COMMUNICATION

Materials devised in this project (a packet for parents, materials for teacher-training institutions, South Burlington's Five Year Career Education Plan, interview results, films and the Final Evaluation Report) will be made available to all interested persons and to the State Career Education Coordinators.

A newsletter outlining project progress and activities will be regularly disseminated throughout the state and to the coordinators. Progress will be reported through newspaper coverage, Parent-Teacher organizations, service organizations and Educational Television. Interested persons will be urged to visit South Burlington, attend classes, review materials and use the teacher-resource center and student career centers.

DEMOGRAPHIC INFORMATION

Levels/Groups Served	K-12 teachers, students, parents, college representatives, counselors, administrators, business/industry/labor	
Type of Area Served	Rural	
Number of Persons Served	150 teachers, 9 administrators, 14 counselors, 160 parents, business/industry/labor, 2,500 K-12 students	
Income Distribution	Under $5,000	10%
	$5,000-$9,999	15%
	$10,000-$14,999	30%
	$15,000-$19,999	25%
	$20,000 or more	20%
Special Populations	Handicapped	12%
	Gifted and Talented	6%

DEVELOPMENT OF A TRAINING MODULE TO ASSIST SPECIAL AND REGULAR EDUCATORS IN THE DESIGN AND IMPLEMENTATION OF CAREER EDUCATION PROGRAMS FOR EXCEPTIONAL STUDENTS

Council for Exceptional Children
Reston, Virginia

Assistance Contract Award from
Career Education Program for:
7/1/78 - 6/30/79
$75,967
Assistance Contract Award No. G0078C0006

PROJECT DIRECTOR: Carole M. Johnson
Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091
(703) 620-3660

PARTICIPATING INSTITUTION(S): The Council for Exceptional Children

MAJOR OBJECTIVES

1. Identify existing training materials designed to train regular and special educators to provide appropriate career education for exceptional students.* This will be done in order to determine specific training needs of regular and special educators in addressing the career education needs of exceptional students.

2. Develop a self-instructional training module including an audio cassette, filmstrip, and handbook designed to prepare regular and special education teachers to conduct career education programs for exceptional students.

3. Field test the training module and evaluate its effectiveness through three two-day training workshops for regular and special educators.

4. Initiate dissemination of the training module through CEC's Publications Unit.

Major Learner Outcome Objectives:

This project focuses upon the development of a training module. The focus of the contents of the module is to enable regular and special educators to:

1. Develop and/or increase knowledge about career education and its application to exceptional students.

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*The term "exceptional students" includes gifted and talented students as well as students identified in P.L. 94-142 (The Education for All Handicapped Children Act).

2. Increase their awareness of the evaluation of appropriate career education for exceptional students.

3. Develop and/or increase skills to conduct appropriate career education for exceptional students.

PROJECT ACTIVITIES

A literature review will be conducted to identify existing career education teacher training materials for use by educators of exceptional children. This review will be used as a major source to identify current personnel preparation needs in the area of career education for exceptional children. The review will be compiled into a resource document.

The primary project activity is to develop a training module for use by teacher educators, staff development specialists, and others responsible for providing pre-service and inservice education to regular and special education personnel in career education for exceptional students. The module will include a handbook, filmstrip and audio cassette. These materials will include learner objectives, instructional guidelines, sample activities, additional materials available and various instructional formats for presenting a one and one-half day workshop for educators. Throughout the project a Working Advisory Committee will contribute to the module development through careful review and evaluation of the materials and training procedures.

The third project activity will focus upon field testing and evaluation of the module. This will be accomplished through three field evaluations conducted among diverse groups of educators. A special session at the CEC National Convention in Dallas in the spring of 1979 will be conducted as one of the field test sites. Two additional evaluation sites will be established cooperatively with two other associations serving regular educators.

The fourth activity of the project concerns the dissemination of the module after field testing and evaluation have occurred. Dissemination will be provided through the extensive network of publications, training sessions, conferences, and information dissemination programs operated by CEC. This network provides an opportunity to inform educators about the project, and its activities and products. In addition, specific promotional designs will be developed and implemented to disseminate project information and products to regular educators.

EVALUATION

Procedure 1: The Working Advisory Committee will review the procedures used in the identification process with a specifically designed instrument. The Advisory Committee wi-l review the bibliography and descriptions of training materials.

Procedure 2: A written report will be prepared which will include identification of training needs resulting from the literature review and the Working Advisory Committee Meeting. It will include the rationale for selection of topics for the training module. The training module will be reviewed by the Advisory Committee prior to field testing.

Procedure 3: Pre and post tests to measure objective knowledge will be administered during each field test. An attitude survey will also be administered as a post test. Teachers attending field test workshops will report to project staff on activities for exceptional students they have conducted as a result of skills learned. During the workshops, participant reactions to audiovisual materials will be reviewed and evaluation forms will be completed by participants at the close of the workshop.

Procedure 4: The Working Advisory Committee will review the evaluation data, log of activities and final draft of the module. The Committee will also review the dissemination plan.

COMMUNICATION

The training modules will be disseminated through CEC's network of publications, training, conference and information programs as described under Project Activities.

DEMOGRAPHIC INFORMATION

Levels/Groups Served----------Special and regular educators serving exceptional children.

RETRAINING BUSINESS TEACHERS TO MORE EFFECTIVELY ENGAGE IN THE DEVELOPMENT AND DISSEMINATION OF CAREER EDUCATION IN BUSINESS EDUCATION

National Business Education Association
Dr. O. J. Byrnside, Jr.
Program Administrator
1906 Association Drive
Reston, Virginia 22091

Contract from Office of Career Education for:
10/01/78 - 11/30/79
$99,678
Contract No. 300780414

PROJECT DIRECTOR: Dr. Calfrey C. Calhoun
College of Education
University of Georgia
Athens, Georgia 30602
(404) 542-3132

PARTICIPATING INSTITUTION(S): None

MAJOR OBJECTIVES

1. To help association members to understand the need for career education reforms and the importance of these reforms to the teaching of business.

2. To provide members with assistance in implementing reforms in their classroom teaching.

PROJECT ACTIVITIES

1. Establish a national task force within the association to guide the project and provide advice on ways to assist the membership to understand career education concepts and their application to the teaching of business.

2. Conduct a survey of the membership to determine the extent to which there is an understanding of career education concepts and the implication of these concepts for teaching business education.

3. Develop a plan for meeting the needs of the membership based on information gained from the survey and review of literature and begin implementation of the plan, including a clearinghouse of information.

4. Conduct training sessions for the membership, at national and regional conventions in career education practices and methods as they relate to the teaching of business.

5. Prepare a classroom teachers handbook containing rationale, need, and concepts of career education; relevance of career education in the business classroom; specific skills and career options provided students through the business field; examples of exemplary methods and practices for infusion of career education concepts into the teaching of business; and annotated bibliography and other resources related to career/business education.

6. Prepare three monographs dealing with (a) the role and direction in which NBEA members should be moving in career education; (b) strategies, methods and practices best suited for infusing career education into the teaching of business; (c) ways to increase communication between the professional working world of business and business education.

7. Prepare and mail four newsletters to the association membership at three-month intervals beginning October 1, 1978.

EVALUATION

Evaluation of the extent to which there is need for an understanding of career education concepts and the importance of reforms in the teaching of such concepts in the field will be made through the survey of membership. Effectiveness of project outcomes (identified above as activities) will be appraised by the national task force on career education. A formal progress report will be submitted in March, 1979, six months after initiation of the project. A final report and copies of the handbook, monographs, and newsletters will be submitted at conclusion of the project in November, 1979.

COMMUNICATION

The quarterly newsletter and national and regional training seminars will be used to share the activities of the project and to assist teachers in their infusion of career education concepts into business education.

DEMOGRAPHIC INFORMATION

Levels/Groups Served----------K-14 Business Teachers
Type of Area Served----------Urban, Suburban, Rural
Number of Persons Served----------20,000 Business Teachers
Minority Groups Served----------All Groups
Income Distribution----------All Levels

RETRAIN SPECIAL EDUCATORS IN CAREER EDUCATION

Council for Exceptional Children
Reston, Virginia

Contract Award from Career Education
Program for: 10/1/78 - 11/30/79
$98,649
Contract Award No. 300780410

PROJECT DIRECTOR: Dr. Mary McCoffrey
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091
(703) 620-3660

PARTICIPATING INSTITUTION(S):

MAJOR OBJECTIVES

Project Purpose: To provide timely, accurate and responsive information and training to special educators and others about the necessity for and techniques to infuse career education into the educational programs for all exceptional children through the existing communication, training, product development and dissemination capability of CEC.

To establish an advisory committee to provide continuous assistance to the project which represents various organizational elements of CEC: Executive Committee; Board of Governors and Delegate Assembly; SCEC; and the Division on Career Development.

To develop an operational plan for meeting the career education needs of the teachers based on the results of a needs assessment of a sample of 5,000 members and a review of the literature dealing with career education and the education of exceptional children.

To provide a Teacher's Handbook for special educators that contains at least the following content areas:

--The rationale for infusing career education into existing curriculum for exceptional children, along with an explanation of the nature of career education concepts;

--Specific descriptions of the skills being taught to exceptional children and their relationship to career education concepts and subsequent career applicability;

--Exemplary practices;

--An annotated bibliography.

To produce three monographs and four newsletters regarding the role that members of CEC should play with regard to career education, alternative strategies and methods, practices and strategies for infusing career education into education programs.

To conduct two regional training sessions for CEC members and interested others regarding career education and the education of exceptional children.

PROJECT ACTIVITIES

The advisory committee will be used to review the objectives of the project, the needs assessment instrument and the operational plans for meeting career education needs.

The project will conduct a needs assessment through a mail survey to a sample of approximately 10 percent of the CEC teacher membership that will be representative of various programs and children that are served within special education. It is planned that final development of project products and project training will be designed to be responsive to the information derived from the needs assessment survey. Consideration will be given to the available literature to ensure that, to the greatest degree possible, duplication will be avoided. As a result of conducting these three sets of activities, it will be possible and necessary to develop a specific operational plan of activities to be undertaken by CEC within and perhaps beyond the life of the project to accomplish the total goals regarding career education and exceptional children.

A Teachers Handbook will be developed with a content largely derived from data collected through a series of intensive and carefully structured site visits to school systems with a reputation for operating effective and comprehensive career and special education programs.

Products and newsletters will represent an effort to build a desire for adopting career education practices and demonstrate the organization's commitment to career education.

Two regional conferences will be held during the fall of 1979 at an East Coast and a West Coast site.

EVALUATION

Evaluation will occur largely with the assistance of the Advisory Committee which will be involved in each separate project activity. Survey and interview instruments will be used to collect data for the production of project deliverables. An evaluation report will be prepared that will include: a summary of the national needs assessment and a summary of model program site visits.

COMMUNICATION

Project activities will be communicated largely through CEC newsletters and extensive dissemination networks to 65,000 members and other interested professionals. Several products, three monographs and a Teacher Handbook, will be developed which will be made available to the same audience.

DEMOGRAPHIC INFORMATION

Levels/Groups Served----------Special education teachers, K-12
Type of Area Served----------National
Number of Persons Surveyed----------5,000
Minority Groups Served----------All
Special Populations----------Handicapped and Gifted and Talented combined

AN ART EDUCATION FIELD PROPOSAL FOR THE DEVELOPMENT AND DISSEMINATION OF CAREER EDUCATION CONCEPTS IN THE VISUAL ARTS

National Art Education Association

Contract Award from Career Education Program for:
10/01/78 - 11/30/79
$91,500
Contract Award No. 300780411

PROJECT DIRECTOR: Dr. Charles M. Dorn
Professor of Art Education
Department of Creative Arts
Purdue University
West Lafayette, Indiana 47907
(317) 494-8702

PARTICIPATING INSTITUTION(S): The National Art Education Association and 50 independent state art education associations

MAJOR OBJECTIVES

1. To communicate visual arts career education models to art teacher leadership personnel in the 50 NAEA network of state affiliates.

2. To develop art teacher career education retraining models for incorporation into the professional programs of the 50 NAEA affiliated state art education associations.

PROJECT ACTIVITIES

During the fall of 1978, the NAEA will conduct a national survey involving a random sample of its 8,000 members to determine the degree to which art teachers are aware of: (1) the application of career education to art teaching; (2) art skills which have application to career education; (3) the goals of career education; (4) relationships between art teaching and the world of work; (5) resources for valid career education practices applicable to art teaching; and (6) the need for assistance in finding new materials and modes for art career education.

Four regional three-day conferences involving 200 representatives of NAEA's 50 state affiliated art associations will be conducted in the spring and fall of 1979 in the northeast, southeast, central, and western regions of the U.S. Conferees will be recommended by the presidents of their state association based on their interest and need for retraining in art career education and their active involvement in the professional programs of their state association.

Conferees will become familiar with selected literature in the field of art career education; hear nationally prominent speakers in career education and art; view and participate in art career education demonstration activities; and engage in work

sessions to prepare materials useful to their state associations in examining and implementing art career education at the state and local schools at all levels of education.

EVALUATION

Objective 1: Conferees at both the beginning and conclusion of the regional conferences will be given an art career education reactionnaire to assess the degree they are personally aware of: (1) career education goals; (2) the application of career education to art teaching; (3) resources for valid career education teaching practices; and (4) new modes for art career education teaching practice. Both pre-test and post-test instruments will be constructed by a recognized psychometrician in the field of art education. Pre-test and post-test scores will be statistically treated to yield estimates of the influence of the training activities.

Objective 2: During the fall of 1978, the NAEA will survey the professional programs of its 50 state affiliates to determine the influence of the regional conference activities on state and local art education association activities in art career education.

COMMUNICATION

The NAEA will establish an information clearinghouse to provide bibliographies and information on art career education. Information from the clearinghouse will be published in the NAEA Newsletter and a membership hotline will be established in the NAEA Reston Office.

The NAEA will publish an Art Career Education Handbook reporting institute proceedings, art career education curriculum strategies, and model art career education programs. The Handbook will be made available to both members and non-members through the NAEA publications program.

The NAEA will prepare for distribution three art career education monographs directed to: (1) the role of NAEA members in career education; (2) appropriate strategies for infusing career education into the teaching of art; and (3) art education and its relation to the world of work.

Four reports on the activities of the NAEA career education project will be prepared as supplements to four issues of the NAEA Newsletter for distribution to all of NAEA's 8,000 members.

DEMOGRAPHIC INFORMATION

Levels/Groups Served----------	Elementary, Secondary and College, Teacher Education, Art Personnel	
Type of Area Served----------	Rural and Urban	
Number of Persons Served----------	Elementary Art	50
	Secondary Art	50
	Art Supervision & Administration	50
	College Art	50

Minority Groups Served	Black	12%
	Hispanic	9%
Income Distributions	Under $5,000	-0-
	$5,000 - $9,999	15%
	$10,000 - $14,999	45%
	$15,000 - $19,999	25%
	$20,000 or more	15%
Special Populations	Handicapped	8%
	Gifted and Talented	19%

TRAINING A CADRE OF 50 RURAL EDUCATORS TO CONDUCT
CAREER EDUCATION IN-SERVICE

Cashmere School District
Cashmere, Washington

Assistance Contract Award from Career Education Program for:
09/01/78 - 08/31/79
$80,018
Assistance Contract Award No. G0078C0090

PROJECT DIRECTOR: Mrs. Bernadette Griffith
Director, Career Education
Cashmere School District #222
210 South Division
Cashmere, Washington 98815
(509) 782-1950

PARTICIPATING INSTITUTION(S): Rural School Systems and Area Education Agencies to be selected from across the nation

MAJOR OBJECTIVES

1. The project will plan and conduct four 10 day workshops.

2. The project will develop and make available to each of the fifty participant nine training modules.

Major Learner Outcome Objectives

1. As a result of attending a ten day workshop, fifty rural educators will demonstrate increased skills in planning and conducting career education in-service for large numbers of teachers, administrators and community persons.

2. Fifty rural participants will demonstrate skill in using the materials in the nine training modules

PROJECT ACTIVITIES

1. During September, 1978, the project will communicate with all State Career Education Coordinators regarding the formation of a cadre of rural educators trained to conduct in-service in their respective geographic areas.

2. Potential participants will be identified and a panel will select 50 based on the established criteria for selection.

3. Participants will be notified of their selection and arrangements will be made for them to attned one of the four workshops.

4. Beginning in September, 1978, module preparation will begin. All materials to be included will be duplicated. The nine emphasis areas for the modules are: 1) Interaction and Involvement between the World of Education and the World of Work, 2) Administrative Support, 3) Curriculum Writing, 4) Recognizing and Eliminating Stereotyping, 5) Organizing a Media/Resource Center, 6) Games, Bulletin Boards and Teacher-Made Materials, 7) Development of a Comprehensive Program, 8) Evaluation Techniques and Materials and 9) Planning and Conducting In-Service Workshops.

5. Four 10 day workshops will be held in Cashmere, Washington, one each in the months of January, February, March and April of 1979. Each workshop will accommodate between 15 and 20 participants. This number will allow participants other than the selected fifty to attend at their own expense.

Two sessions will be held each day with each session designed around one of the training modules. Adequate participant work time and interaction among participants will be allowed. Diverse social activities will be planned for some evenings and the resource room will be open for participants use in the evenings. All Audio/Visual materials (slides, films, etc) presented at the workshop will be easily obtainable for participants to use in their in-service instruction.

6. Each participant will conduct in-service in their respective rural geographic areas and evaluate the training modules and their training.

7. Revisions of the materials in the training modules will be made based on the participants suggestions and evaluation.

8. Final draft of the training modules will be printed and made available to each of the participants.

EVALUATION

A third party evaluator will advise and monitor all evaluation activities. The major evaluation activities will center around the workshop training sessions and the training modules.

1. Each workshop participant will rate his/her skill level on a pre-test, post-test and follow-up basis. This instrument will be administered to all cadre members before instruction, after instruction and 30-60 days after return to their home districts.

2. The third party evaluator will attend selected sessions of the training program and gather observational data to determine the quality of training.

3. Evaluation of the nine training modules will move through several steps: a) the evaluator will assist staff in a critique of each module in terms of duplication, fit to established format, quality, grammatical and content correctness, appropriateness of materials and consistency and organization, b) all participants attending the workshops will critique each module after using the modules in training sessions in their home districts.

COMMUNICATION

Products: Nine training modules to be used for in-service training.

Workshops: Four, 10 day workshops will be conducted for fifty rural educators in Cashmere, Washington, during January, February, March and April.

Literature: A final evaluation report of the project will be distributed to the Office of Career Education, USOE, all State Career Education Coordinators, all workshop participants and interested others.

DEMOGRAPHIC INFORMATION

Level/Groups Served----------Rural Educators
Number of Persons Served----------A minimum of fifty
Type of Area Served----------Rural/Isolated

Because of the nature of the project it is impossible to supply data regarding minority groups served, income distribution or special populations.

It is difficult to determine the impact on rural educators, administrators, support personnel, community members and the student population as a result of the training received by the 50 cadre members.

WINCONSIN INSERVICE TRAINING FOR THE IMPLEMENTATION
OF LOCAL PLANS FOR CAREER EDUCATION

Wisconsin Department of Public Instruction
Madison, Wisconsin

Assistance Contract Award from Career Education Program for: 7/1/78 - 6/30/79
$75,000
Contract Award No. G0078C0039

PROJECT DIRECTOR: Robert S. Meyer
State Supervisor of Career Education
Wisconsin Department of Public Instruction
126 Langdon Street
Madison, Wisconsin 53702
(608) 266-8837

PARTICIPATING INSTITUTION(S):

-Wisconsin Department of Public Instruction
-Five new LEAs: Cuba City, Goodman, Grafton, Superior and Twin Lakes
-Five experienced LEAs to provide assistance to new districts in the development of local plans for career education: Beloit, Jefferson, Lake Geneva, Hamilton-Sussex and West Allis
-Seven experienced LEAs to provide assistance to new districts with inservice training: Eau Claire, Kimberly, Madison, Shawano, Sheboygan and Watertown

MAJOR OBJECTIVES

Primary Objectives:

1. To develop local plans for career education in five new sites.
2. To train school and community personnel in these new sites so they can implement their local plans for career education.

Complementary Objectives:

1. To disseminate and implement the guidelines for the development of local plans contained in the state plan for career education.
2. To disseminate and implement the training models developed in the Wisconsin Consortium Project for K-12 administrators, staff, and community personnel.

Additional Evaluation and Dissemination Objectives:

1. To further evaluate the guidelines for the development of local plans for career education.
2. To further evaluate the effectiveness and transportability of the above training models.

3. To disseminate these refined guidelines and training models throughout the state and to other state coordinators in the form of a composite Career Education Inservice Training Package, based on the experience of this project.

PROJECT ACTIVITIES

A. Project staff will assist personnel in the five new sites in the development of local plans for career education and assist in the training of their staffs so they can implement their local plans. Resource persons from five pilot sites that developed local plans the previous year (based on state guidelines), and from seven career education consortium districts that developed and demonstrated models for training K-12 administrators, staff and community will assist in these activities. Regular meetings and workshops will be held to accomplish objectives. Both school and community personnel will be involved.

B. Project personnel will share with the committees and local coordinators of the five new sites the state guidelines for developing local plans, the five local plans developed in pilot sites the previous years, and the training models developed in the consortium project.

C. With the help of formative evaluation and feedback from the five new sites, the project staff will refine the guidelines and models and produce a composite Career Education Inservice Training Package for dissemination to other LEAs in the state and to other state coordinators of career education.

EVALUATION

Third party evaluation will help project staff determine the degree to which project objectives are met. In September and October, a survey of staff in the five new sites will be conducted to determine their entry level status. In December and January the five local plans developed will be evaluated; and during the winter and spring, the accomplishments of the second semester inservice activities will be evaluated to assess effectiveness and impact. Evaluation of competencies acquired through inservice will be done in April and May. These evaluations will be accomplished through needs assessment results, on-site visits, identifying prior activities and programs, analysis of LEA plans, analysis of plans for next year, and post assessment of staff opinions and priorities.

COMMUNICATIONS

A. The principal product of this project will be a Career Education Inservice Training Package. In addition, each of the five new sites will have developed local plans for career education.

B. A dissemination conference is planned toward the end of the project to share experiences, the above training package, and local plans.

C. A project newsletter will also serve to communicate project activities throughout the project year.

DEMOGRAPHIC INFORMATION

A. Groups served will include K-12 educators and cooperating/collaborating community personnel.

B. Five new sites have approximate totals of 36 administrators, 18 counselors, 663 teachers, and 11,419 students.

C. Although there are a few Native Americans, Blacks, and other minorities included in the five new sites, the enrollments are primarily white.

D. There is a wide range of income levels in the five new sites.

E. This training project will train persons to serve <u>all</u> students, including those with special needs.

F. The five new sites include four K-12 districts, one in each corner of the state, plus a K-8 district in southeastern Wisconsin. They range in enrollment from 313 to 6,824 and are located in rural north woods, rural agricultural, urban industrial, and lake resort areas.

Profiles Of Projects In Category 5

Communication of Career Education Philosophy, Methods, Program Activities and Evaluation Results

COMBATTING SEX, RACE, AND HANDICAP STEREOTYPING IN CAREER CHOICE

American Institutes for Research
Palo Alto, California

Contract from Office of Career Education for: 9/28/78 - 3/27/80
$388,795
Contract No. 300780471

PROJECT DIRECTOR: Dr. Peter R. Dahl
American Institutes for Research
P.O. Box 1113
Palo Alto, California 93402
(415) 493-3550

PARTICIPATING INSTITUTION(S): None

MAJOR OBJECTIVES

--To identify outstanding career education programs that combat sex, race, and handicap stereotyping.

--To identify outstanding classroom activities that combat these kinds of stereotyping.

--To prepare three Program Manuals and a Publication for Classroom Teachers describing these programs and activities in an attractive format useful to practitioners.

--To promote effective career education efforts to overcome stereotyping by holding a National Conference on Career Education and Stereotyping.

--To assist Career Education Coordinators to combat stereotyping by providing technical assistance to workshops in ten states.

PROJECT ACTIVITIES

This project will identify outstanding programs and practices for combatting sex, race, and handicap stereotyping in career choice. Three advisory panels will be formed at the beginning of the project. The panels will be composed of experts on issues of sex, race, and handicap stereotyping respectively and will reflect national, state, and local perspectives. In consultation with the panelists, criteria for exemplary programs and practices to reduce stereotyping will be defined and a national search will be conducted for outstanding programs and practices.

Once programs and practices have been identified and assessed using the established criteria, they will be incorporated into a Publication for Classroom Teachers, and three Program Manuals, one on each of the three types of stereotyping.

This national conference will be designed to serve three basic purposes. First, it will bring together the State Coordinators of Career Education with leaders of national organizations and various government agencies concerned with combatting stereotyping. In so doing, it will increase the possibilities of a collaborative effort between such organizations and the nation's schools in combatting stereotyping. Second, the conference will heighten the awareness of the state coordinators concerning the problem of stereotyping and the role they can play in eliminating it. It will also provide the leaders of the national organizations with a sense of how they can assist the schools in this effort. Third, the conference will provide training for State Coordinators of Career Education in the use of effective techniques for combatting stereotyping, identified through the national search. These State Coordinators will also learn how they can in turn train members of their staff and local coordinators of career education toward the same end.

Following the conference, project staff will provide technical assistance to coordinators of career education in ten states as they train other individuals in their states to combat stereotyping in career choice. The project-developed Program Manuals and Publication for Classroom Teachers will be made available for this purpose. Other assistance will be provided on an individualized basis depending on the requests of the respective State Coordinators.

EVALUATION

The project-developed products will go through successive reviews by members of the Advisory Panels and by Independent Reviewers selected expressly for this purpose. The final products, as well as the National Conference itself, will be evaluated by the participants at the National Conference on Stereotyping and Career Choice. The ten state workshops will be evaluated on an individual basis.

COMMUNICATION

The following products will be available at the end of the project:

--Publication for Classroom Teachers

--Three Program Manuals (one on combatting sex stereotyping, one on race stereotyping, and the third on handicap stereotyping)

--Executive Summary of the National Conference

--Final Report.

DEMOGRAPHIC INFORMATION

Groups Served	State and local career education coordinators
Type of Area Served	All types
Number of Persons Served	57 State Career Education Coordinators; number of local coordinators is difficult to estimate.

IMPROVED CAREER EDUCATION POLICIES THROUGH THE COLLABORATIVE EFFORTS OF BUSINESS, INDUSTRY, LABOR, GOVERNMENT AND EDUCATION

Education Commission of the States
Denver, Colorado

Grant Award from Career Education Program
for: 10/1/78 - 9/30/79
$179,999
Grant Award No. G007802021

PROJECT DIRECTOR: Dr. Gene Hensley
Director, Career Education Project
Education Commission of the States
1860 Lincoln Street, Suite 300
Denver, Colorado 80295
(303) 861-4917

PARTICIPATING INSTITUTION(S): Education Commission of the States

MAJOR OBJECTIVES

To assist state officials in their efforts to improve career education policies through the collaborative efforts of business, industry, labor, education and government. Specifically to:

1. provide state officials with information on alternative methods of obtaining active involvement of business, industry, education and labor in career education policy development and program implementation and the strengthening of efforts to increase that participation;

2. provide state officials with alternative legislative approaches to strengthening career education;

3. report federal and state policies, laws and regulations that have implications for planning, financing and implementation in career education at state and local levels; and

4. develop, recommend and facilitate implementation of alternative approaches to strengthening state education policies and legislation through the cooperative efforts of business, industry, labor and education.

PROJECT ACTIVITIES

Project activities are designed to encourage states to develop comprehensive career education policies--through the collaborative efforts of business, industry, labor, government and education--and to develop any needed legislation to implement those policies. Based on data collected during the first year, project activities

concerning alternative methods of obtaining the active involvement of business, industry and labor in career education policy development, and on findings of the project's national task force on career education, the project will provide assistance to accomplish the following activities:

1. Act as facilitator for conducting 6-8 statewide meetings designed to bring together representatives of government, business, industry and labor to discuss future collaborative efforts in career education.

2. Conduct invitational conferences on career education to bring together representatives from a number of states. Because of their similarities and common approaches involving business, industry and labor in career education policy development, they can be of assistance to one another.

The project will also develop occasional papers and articles for publication on new and emerging approaches involving business, industry, labor and education in the formulation of career education policies. In addition, consultative assistance will be provided to the states whenever appropriate and within the resources of the project on matters relating to collaboration and development of policies and legislation. Throughout the year, a variety of materials will be disseminated to policy makers at the state level. These materials will include:

1. a legislative guide to provide alternative legislative approaches to implementing legislative policy decision, and

2. a report that deals with major issues the states must consider in developing comprehensive career education policy.

EVALUATION

Projects of this kind (communication projects) do not lend themselves to an evaluation design such as you might find in a state or local program where specific career education practices are being tested. The strengthening of career education policies will involve a continuous process at the state level over an indefinite period of time. The process will include:

1. strengthening the involvement of business, industry, labor and education in formulating career policy;

2. strengthening and refining the methods (primarily legislation) through which career education policies are implemented;

3. strengthening policies and legislation by providing for increasingly greater degrees of comprehensiveness.

Although normal evaluation procedures can and will be adapted to measure the success of the project in meeting its objectives, the results cannot be expected to be qualitative or conclusive by the end of the project.

COMMUNICATION

The constituency of the ECS Career Education Project includes governors, state legislators, educators and leaders in business, industry and labor. All project reports will be available to the constituency of the project. Outcomes of the project will also be communicated through project activities sponsored or facilitated through state and regional conferences and through various other convening functions sponsored by other education and governmental organizations.

DEMOGRAPHIC INFORMATION

Levels/Groups Served----------Governors, Legislators, Educators and others

Type of Area Served----------All states

The Career Education Project as a project of ECS will serve all 50 states, Puerto Rico and the Virgin Islands. Although aimed primarily at policy makers, the outcomes of the project should be useful to a variety of special populations served by the states in both urban and rural areas.

IMPROVING THE OPERATION AND COMMUNICATING THE RESULTS OF CAREER EDUCATION PROJECTS

Thomas Buffington & Associates
Washington, D.C.

Procurement Contract from
Career Education Program for:
10/1/77 - 12/31/78
(FY77: $116,224); FY78: $4,475
Procurement Contract No.
300770470

PROJECT DIRECTOR: Dr. Adrienne McCollum
Vice President
Thomas Buffington & Associates
2710 Ontario Road, N.W.
Washington, D.C. 20009
(202) 232-1362

PARTICIPATING INSTITUTION(S): Demonstration and State Plan Projects

MAJOR OBJECTIVES

Fiscal Year 1977:

--Organized and convened a Demonstration Project Directors meeting.
--Organized and convened State Plan Project Directors meetings.
--Designed, developed and distributed three (3) newsletters combining Demonstration and State Plan Project news items.
--Designed, compiled, prepared and distributed two books of project profile--Demonstration and State Plan.
--To develop a "whole earth" catalog of materials and practices developed by Demonstration projects.

Fiscal Year 1978:

--To improve and complete the "whole earth" catalog through the inclusion of appropriate illustrations and photographs.

COMMUNICATION

Fiscal Year 1977:

--Distributed to project directors three newsletters: January 30, 1978; March 30, 1978; and May 30, 1978.

--Distributed Demonstration projects profile book March, 1978.

--Distributed State Plan projects profile book April, 1978.

--Convened Demonstration Project Directors meeting, November 6-9, 1977.

--Convened State Plan Project Directors meetings, December 5-7, 1977; December 7-9, 1977; December 12-14, 1977; December 14-16, 1977.

Fiscal Year 1978:

--Prepare a "whole earth" catalog on Demonstration project materials and practices.

DEMOGRAPHIC INFORMATION

This project directly serves 53 State Plan and 83 Demonstration project directors funded by OCE in fiscal year 1977.

DISSEMINATION OF CAREER EDUCATION PROGRAMS
AND PRODUCTS TO COMMUNITY COLLEGES

American Association of Community and Junior Colleges
Washington, D.C.

Grant Award from Career Education Program for:
10/1/78 - 9/30/79
$84,179
Grant Award No. G007802011

PROJECT DIRECTOR: Dr. Richard E. Wilson
Vice President for Programs
American Association of Community & Junior Colleges
One Dupont Circle, N.W., Suite 410
Washington, D.C. 20036
(202) 293-7050

PARTICIPATING INSTITUTION(S):
Brookdale Community College, Lincroft, NJ
Dallas County Community College District, Dallas, TX
Daytona Beach Community College, Daytona Beach, FL
Pima Community College, Tucson, AZ
St. Louis Community College at Meramec, St. Louis, MO
Two hundred and fifty community colleges through regional meetings

MAJOR OBJECTIVES

1. Identify, describe and report exemplary career education practices in community colleges through a national publication.

2. Demonstrate exemplary career education practices through regional meetings convened at five carefully selected community colleges.

3. Inform all community and junior colleges about the Career Education Incentive Act and disseminate information which will enable the most effective and useful distribution of available funds.

PROJECT ACTIVITIES

The American Association of Community and Junior Colleges, in cooperation with Policy Studies in Education and five community colleges, will design and conduct five regional conferences. The five regional conferences will be held in the spring of 1979, at Brookdale Community College, Daytona Beach Community College, Dallas County Community College District, Pima Community College, and St. Louis Community College at Meramec. These colleges have comprehensive career education programs and were identified in an earlier career education project conducted by AACJC as exemplary colleges. As a part of that project, each college conducted a career education conference in 1978. The five colleges are located in different geographic

sections of the country which will make it easier for community colleges to participate in the conferences.

The five conferences will be planned in November and announcements sent to all 1,235 community, junior and technical colleges by January, 1979. Colleges will be encouraged to send two or more representatives to one of the conferences. The conferences will be held during April-June, 1979. It is anticipated that about fifty colleges will send two or three representatives to each of the conferences. This will be a total of two hundred and fifty colleges being represented by approximately six hundred people.

A second edition of a catalog of exemplary career education programs offered by community colleges will be published. An effort will be made to obtain information from more community colleges providing career education activities and to enlarge on the information contained in the first edition which was published in 1978. A special effort will be made to identify community colleges offering a large variety of career education activities and services. The second edition of the catalog will be published and distributed by July, 1979.

AACJC will support exemplary efforts within the post-secondary emphasis of the Career Education Incentive Act (when appropriations are made available) by making community colleges more aware of the existence of the Act and suggesting necessary and potentially effective demonstrations within community colleges. AACJC will inform its members about the Career Education Incentive Act through the following procedures: 1) prepare and send to all 1,235 community and junior colleges a brief special publication describing the provisions of the Act and its importance to career education in the community college; 2) establish a "hot line" at AACJC to answer telephone inquiries about the Act; 3) use AACJC's standard communication channels, such as newsletters and Journals, as well as meetings and conferences through the project year, to describe the provisions of the Act and subsequent key documents issued by USOE relating to regulations and guidelines relevant to its members.

EVALUATION

Policy Studies in Education (PSE) will take full responsibility for evaluating the dissemination project performance in accomplishing the objectives it has set for itself. The evaluation will take place from the beginning of the project on October 1, 1978 through its completion on September 30, 1979. During the project's twelve months of operation, PSE will be involved in providing both formative and summative evaluation. PSE will devote its evaluation resources to insuring that the critical activities, which are intermediary steps for ultimately affecting the behavior of community colleges, will be successfully carried out. That is, in line with Stufflebeam's philosophy, PSE will not only monitor and examine the staff's work in carrying out critical tasks, but also provide assistance in seeing that they are carried out in the most effective manner possible. In addition to this formative evaluation assistance, PSE will evaluate the success of the project in producing the desired behavioral changes in the target population. This summative evaluation will be conducted at the end of the project's operation while the formative evaluation will be carried out through the entire period of project operation.

COMMUNICATION

The catalog of exemplary career education practices found in community colleges will be published and distributed by July, 1979. Five regional career education conferences will be held at the five demonstration colleges in April-June, 1979. The conference will provide opportunities for people to see first hand the career education practices at work and to discuss them with community college students, faculty and other members of the staff.

DEMOGRAPHIC INFORMATION

Levels/Groups Served----------Community College Faculty and Staff

Type of Area Served----------National

Number of Persons Served----------Regional Conferences: 600
Publications: 10,000

Minority Groups Served----------No estimate

Income Distribution----------No estimate

Special Populations----------No estimate

CAREER EDUCATION: PLANNING, IMPLEMENTING, EVALUATING

Council of Chief State School Officers (CCSSO)
Washington, D.C.

Grant Award from
Office of Career Education for:
8/20/78 - 8/19/79
$125,000
Grant No. G007802023

PROJECT DIRECTOR: Walter O. Faulkner, Director
CCSSO Career Education Project
1201 16th Street, N.W.
Washington, D.C. 20036
(202) 833-7850

PARTICIPATING INSTITUTION(S): All fifty states and seven extra-state jurisdictions

MAJOR OBJECTIVES

1. To maintain, develop, and further improve the system of communication that has been developed in order that essential information relating to career education might be more effectively communicated between and among the States and extra-state jurisdictions, Federal agencies, and national organizations.

2. To develop and operate a delivery system that will provide professional growth opportunities for State directors/coordinators of career education in the already identified broad content areas of planning, needs assessment, evaluation, and implementation.

PROJECT ACTIVITIES

The project director, with consultative assistance, will maintain, modify, or add to the existing communications network, and

- Will prepare and publish a periodic newsletter for State directors/coordinators and Chief State School Officers;

- Will gather, evaluate and distribute reports believed to be useful in widespread implementation efforts;

- Will call and operate telephone conferences on an as needed basis with a maximum of eight States participating on any one call; and

- Will establish and utilize a "Telephone Fan-Out System" with State coordinators.

The project director will also establish a task force composed of eight state directors/coordinators of career education, the function of which will be to provide guidance for professional growth activities that should be conducted.

One or more professional growth sessions on themes identified as needed by State directors/coordinators of career education will be scheduled.

EVALUATION

The first objective does not lend itself to sophisticated types of evaluation. It does, however, suggest that some changes are needed and that some changes will occur. With this in mind, it will be necessary to obtain at least three kinds of data relating to the communications network:

- What changes in the communications network are actually needed?
- What changes have occurred?
- What have been the results of such changes?

The second primary objective calls for the operation of professional growth seminars for State coordinators, with each being related to a specific area of need that will have been suggested by the State coordinators.

The content for the seminars will be developed on the basis of identified needs. At the same time, a pre-post instrument will be developed for each scheduled seminar and administered to each of the participants. In this manner, it will be possible to determine the effectiveness, in terms of learning and/or change, of the seminar program.

An ongoing evaluative program will be maintained throughout the project. To assist in the development and maintenance of such a program, the services of "outside consultants" will be obtained. A process evaluation design will be developed and implemented which will result in both a monitoring as well as an evaluative process.

COMMUNICATIONS

All reports, including those of an interim, final, or specialized nature, will be submitted to the ERIC Clearinghouse for Career Education. Certain special papers that will be prepared for staff development purposes will be distributed to State coordinators and Chief State School Officers.

DEMOGRAPHIC INFORMATION

This project deals directly with Chief State School Officers and State Coordinators of Career Education in each of the 57 States and extra-state jurisdictions.

CAREER EDUCATION POLICY DEVELOPMENT AND IMPLEMENTATION: A COLLABORATIVE APPROACH

National Association of State Boards of Education
Washington, D.C.

Grant Award from Career Education Program for: 10/1/78 - 9/30/79
$100,000
Grant Award No. G007802026

PROJECT DIRECTOR: Dr. Robert Berlam
Associate Executive Secretary
National Association of
State Boards of Education
444 North Capitol Street, N.W.
Suite 526
Washington, D.C. 20001
(202) 624-5845

PARTICIPATING INSTITUTION(S): National Association of State Boards of Education

MAJOR OBJECTIVES

1. A group of policy makers will be convened as a task force within each of five states and will develop, collaboratively, state policies on career education;

2. A multi-media package will be developed, to reflect the policy process used in the five participating states, and distributed to other states to be used in their policy making efforts; and

3. Project staff will provide technical assistance to states to enable them to improve career education policy making.

PROJECT ACTIVITIES

A group of policy makers will be convened as a task force within each of five states. Task force members will include the K-12 and vocational education state board members, the Chief State School Officer or his/her designee, representatives from the state legislature, selected mayors of cities within that state, and other key policy makers. Task force meetings will occur on several occasions in each of the five states aimed at answering a series of career education policy questions and developing a state career education policy.

A multi-media package will be developed which will reflect the process and outcomes of the five task forces. This developed package will consist of audiovisual and print materials which will illustrate the strategies developed in each state to implement collaborative plans for career education policies and programs. A copy of the multi-media package will be made available to each state in the nation.

A series of up to three articles will be written about the collaborative process used in the five states. These articles will appear in Focus, NASBE's monthly newsletter. In addition, project staff will provide on-site technical assistance on an on-call basis to states that attempt to replicate the model in the multi-media package. Finally, NASBE will use a toll-free line to allow states to communicate with project staff for short-term, issue-specific assistance.

EVALUATION

Objective 1: The effects of each state task force meeting will be assessed according to the following indicators:

a. development of a collaborative policy process in career education;
b. development of a multi-year action plan to implement collaborative education policies and programs;
c. decision to redefine roles and responsibilities for career education in the state; and
d. decision to institutionalize the task force for on-going linkages and communication.

A written evaluation will be completed by each participant in the training sessions.

Objective 2: The impact of the multi-media package will be measured by tracking who uses it and how it is used, and any outcomes resulting from its use. There will also be a compilation of discussions and actions at task force meetings to ensure a systematic approach to a collaborative policy development process replicable in other states. Audiovisual and print materials will be reviewed in their preliminary form by task force members, other state policy makers, and members of OCE staff to determine their accuracy, clarity, usefulness to others.

Objective 3: Evidence of the requests for technical assistance in this area will be compiled in the following manner:

a. records will be kept of replies or requests for further information resulting from articles which appear in NASBE's monthly newsletter;

b. follow-through contacts will be made with states who have received technical assistance to determine (1) how many states have decided to replicate the model, and (2) what elements of the model collaborative process have been replicated; and

c. incoming calls will be logged to determine the number and nature of the requests for technical assistance.

COMMUNICATION

The audiovisual and print materials will be made available to each state and its policy makers. A series of articles will be written on the collaborative process developed in selected states. These articles will appear in Focus, NASBE's monthly newsletter, as well as other corporate newsletters.

DEMOGRAPHIC INFORMATION

All states will receive information and products resulting from this project.

LEA/CETA COLLABORATION FOR CAREER EDUCATION

Kirschner Associates, Inc.
Washington, D.C.

New Educational Directions
Crawfordsville, Indiana (subcontractor)

Contract Award from Career Education Program for:
10/1/78 - 12/31/79
$582,725
Contract No. 300780557

PROJECT DIRECTOR: Dr. Alan R. Pittaway
Kirschner Associates, Inc.
1100 17th Street, N.W., Suite 810
Washington, D.C. 20036
(202) 862-9400

PARTICIPATING INSTITUTION(S): All State Education Agencies and State Career Education Coordinators will directly participate in the project.

Local education agencies with prime sponsor (CETA) agreements for YETP cooperation will contribute to parts of the project.

MAJOR OBJECTIVES

1. Basic data will be collected on existing agreements between local education agencies (in all states) and CETA prime sponsors for cooperation in the Youth Employment and Training Program (YETP). In-depth studies of nine of these programs will be completed through on-site visits by Kirschner Associates (KAI) staff.

2. Information and technical assistance will be provided to State Career Education Coordinators and to local career education coordinators to help them improve agreements with CETA prime sponsors for career education.

PROJECT ACTIVITIES

During the end of November 1978, the State Career Education Coordinators will participate in a Training Workshop (three days) that will provide them with information and skills for assisting local career education programs improve their agreements for the in-school program of YETP. OCE staff, Department of Labor staff, and the KAI/NED project staff will conduct a series of sessions on the relationship of career education to YETP and the methods of improving agreements and programs for career education.

From December 1978 to March 1979 the State Education Agencies, with the assistance of KAI, will collect data on the existing agreements in their States. These data will assist SEAs in their career education planning and will provide basic information on local programs to OCE. The data will be used to select participants for the mini-conferences.

A series of 15 mini-conferences will be held in Washington, D.C. on issues related to YETP/career education programs. Nine local career education coordinators will be selected for each of the mini-conferences on the basis of program performance in the topic areas.

Case studies of nine exemplary YETP/career education programs will be completed by KAI/NED project staff during March and April 1979. On-site visits will be used to collect in-depth information on the program curriculums, processes and problems.

During the summer of 1979, 10 Regional Conferences will be conducted by OCE and KAI/NED to provide local career education coordinators and CETA prime sponsor staff with information and assistance for improving YETP agreements for career education.

EVALUATION

The project evaluation will involve three types of evaluative methods:

1. The success of the Training Workshop, the Mini-Conferences, and the Regional Conferences will be assessed by asking all participants to answer a set of questions on their reactions to the various sessions and the kinds of information and knowledge they gained.

2. A sample of nine participants will be contacted after each of the major project activities is completed to assess the impact of each project activity on participants and to evaluate the overall effect of the project in terms of the objectives.

3. A process evaluation will be completed during the course of each project activity. This evaluation will describe how each activity is carried out and detail any problems that are encountered in the completion of the task.

COMMUNICATION

Results of the data collection on LEA/CETA agreements will be made available to each participating SEA.

Mini-conference notes will be edited and published. They will be made available to Regional Conference participants and will be distributed by OCE. Program descriptions from mini-conference participants will also be available to Regional Conference participants.

The final report of the project will include case studies of each of the programs included in the site visits. The final report will be distributed by OCE.

The Training Workshop, mini-conferences, and Regional Conferences will provide direct communication to career educators.

DEMOGRAPHIC INFORMATION

Levels/Groups Served----------SEAs, LEAs
Type of Area Served----------All types of areas
Number of Persons Served----------Not Applicable
Minority Groups Served----------Not Applicable
Income Distribution----------Not Applicable
Special Populations----------Not Applicable

THE SCHOOL COUNSELOR AND CAREER EDUCATION

American Personnel and Guidance Association
Washington, D.C.

Contract Award from Career Education
Program for: 10/1/78 - 9/30/79
$179,828
Contract No. 300780555

PROJECT DIRECTOR: Francis Burtnett
American Personnel & Guidance Association
1607 New Hampshire Avenue, N.W.
Washington, D.C. 20009
(202) 483-4633

PARTICIPATING INSTITUTION(S): None

MAJOR OBJECTIVES

1. To systematically collect and analyze the literature on the function and purposes of career education, career guidance and career development.
2. To collect and analyze information on exemplary career guidance and counseling programs and practices.
3. To conduct ten regional conferences for a discussion of the function and purposes of career education, career guideance and career development.
4. To conduct a national conference on the role of the counselor in career education.
5. To present project products and findings to a forum of career education, career guidance and career development leaders.
6. To publish the final draft of the literature analysis, the guide to exemplary career guidance practices, and a comprehensive guide to the role and function of the school counselor in career education.

PROJECT ACTIVITIES

Initially, this project will engage in an extensive search to identify and acquire position papers, career education plans, periodicals, reports, monographs and other career development materials. Following this extensive literature search, the staff and the National Advisory Committee will develop criteria for analysis of these documents for the purpose of drawing a more careful distinction between the various roles which the counselor is being asked to assume in career education, career guidance and career development.

The project will conduct ten regional meetings throughout the country at which practitioners and leaders will react to the preliminary analysis of the literature and report on exemplary methods and practices in career education, career guidance and career development as these are carried on in the area. These meetings will be held in conjunction with state branch meetings of the association.

Following a refinement of the literature analysis, the project will conduct a national meeting for elementary and secondary school counselors. The purpose of this meeting is to share the literature analysis and the collation of exemplary methods and practices reported at the regional meetings.

In the latter stages of the project, a presentation of the reactions of the national meeting to these project documents will be made to fifteen leaders from the field of career education, career guidance and career development.

EVALUATION

The project staff and selected consultants will be responsible for evaluation of all phases of the project. Evaluation will be primarily formative with incorporation of findings into on-going decision-making by staff and the national advisory committee throughout the project. A summative evaluation will also be made in the last quarter of the project, and recommendations will be developed for future planning and action by the American Personnel and Guidance Association.

COMMUNICATION

The project will communicate regularly with state and local guidance and career education directors, counselor educators, counselor association representatives and the APGA membership.

The publications generated by the project will receive wide distribution to schools, colleges and interested groups. These publications will include:

1. An Analysis of the Literature on Career Education, Career Guidance and Career Development.

2. A Guide to Exemplary Career Guidance Programs and Practices.

3. A Guide to the Role and Function of the School Counselor in Career Education.

IMPROVING THE OPERATION AND COMMUNICATING THE RESULTS OF CAREER EDUCATION PROJECTS

Thomas Buffington & Associates
Washington, D.C.

Procurement Contract from
Career Education Program for:
7/26/78 - 10/26/79
$126,484
Procurement Contract No.
300780237

PROJECT DIRECTOR: Mary M. Hooks
Thomas Buffington & Associates
2710 Ontario Road, N.W.
Washington, D.C. 20009
(202) 232-1362

PARTICIPATING INSTITUTION(S): Demonstration projects

MAJOR OBJECTIVES

To facilitate communication among FY'78 Office of Career Education (OCE) Demonstration project directors to enable these persons to become familiar with the various materials and practices of each other's projects and the expectations of OCE.

PROJECT ACTIVITIES

--To convene a training and technical assistance meeting for project directors of projects in the area of career education for handicapped youth and K-12, incremental improvement.

--To organize and convene a Demonstration Project Directors meeting.

--To design, develop, and distribute three (3) newsletters for improving intercommunications among career education Demonstration projects.

--To design, compile, prepare, and distribute a book of project profiles on Demonstration projects.

--To develop a "whole earth" type catalog of materials and practices developed by Demonstration projects.

EVALUATION

Internal evaluation of the overall objective will be measured in terms of meeting each activity's completion schedule and thorough coverage and presentation of content. In addition, the government project officer will provide input as to the degree of acceptability of each project activity as it relates to the major objective.

COMMUNICATION

--Distribute to project directors three newsletters: November 15, 1978; January 15, 1979; March 15, 1979.

--Distribute Demonstration projects profile book February, 1979.

--Convene Demonstration Project Directors meeting, October 23-26, 1978.

--Site visits to 5 Demonstration projects, February 6 - March 6, 1979.

--Prepare a "whole earth" type catalog on Career Education Demonstration project materials and practices, October, 1979.

DEMOGRAPHIC INFORMATION

This project directly serves 69 Demonstration project directors and 18 procurement contracts funded by OCE in fiscal year 1978.

PROJECT LANCELOT
(LABOR AND CAREER EDUCATORS LOCATING OPTIONS TOGETHER)

Southwest Iowa Learning Resources Center
Red Oak, Iowa

Grant Award from Career Education
Program for: 10/1/78 - 9/30/79
$91,975
Grant Award No. G007802041

PROJECT DIRECTOR: Dr. Alan B. Moore
Development Consultant
Southwest Iowa Learning Resources Center
401 Reed Street
Red Oak, Iowa 51566
(712) 623-4913

PARTICIPATING INSTITUTION(S): Organized Labor/Schools

MAJOR OBJECTIVES

1. Local labor resource people will acquire increased knowledge on how to implement a cooperative simulated work career exploration learning model at grade levels 7-10.

2. Teachers and/or counselors will acquire increased knowledge on how to implement a cooperative simulated work career exploration learning model at grade levels 7-10.

3. Local labor resource people and teachers/counselors will indicate more favorable attitudes toward each other as co-participants in local career education programming.

4. Local labor resource people and teachers/counselors will indicate the project resources as useful for implementing a cooperative career exploration simulated work learning model in the local schools.

PROJECT ACTIVITIES

During the fall of 1978, labor educational resource leaders and career educators will participate in a working conference. The purpose of this conference will be to generate the content guidelines for the cooperative career exploration learning model implementation resource package. The package will be designed to show teachers, counselors and labor representatives how to work together to use work simulations with students engaged in career exploration.

During the fall, 1978, and winter, 1979, the materials for the implementation resources package will be developed. Resources will include filmstrip-cassette programs, implementation guides, publicity materials, etc.

During the spring of 1979, the program implementation materials will be produced and readied for dissemination to the ten pilot test site communities.

Beginning in late summer, 1979, the program implementation materials will be distributed to the pilot sites. During September, 1979, training workshops will be conducted on how to use the program resources in the local community.

EVALUATION

Objective 1: Local labor resource people will be pretested during January, 1979, to determine their level of knowledge about simulated work as a career education strategy. The test will be constructed by the Southwest Iowa Learning Resources Center. Post-testing will take place at the conclusion of program implementation training in September, 1979. Appropriate statistical tests will be conducted to analyze pre-to-post-test changes.

Objective 2: Teachers/counselors will be analyzed using the same research strategy described for Objective 1.

Objective 3: Attitude change will be measured using the same research strategy described for Objective 1.

Objective 4: Perceived usefulness of implementation program resources will be collected at the completion of local training. The data will be descriptive rather than predictive and appropriate statistical analysis will be conducted.

COMMUNICATION

The Program Implementation Resource Package will be available in November, 1979 and will be mailed to any interested person or organization for the cost of reproduction and postage.

A final evaluation report of the project will be distributed free to all State Career Education Directors in December, 1979. Others may, upon request, receive copies at cost of reproduction and postage.

DEMOGRAPHIC INFORMATION

Levels/Groups Served----------	Teachers, Counselors, Labor	
Type of Area Served----------	Small town, suburban, urban	
Number of Persons Served----------	Teachers	100
	Counselors	100
	Labor	300

COMMUNICATING CAREER EDUCATION FOR RURAL APPALACHIA

Kentucky Valley Educational Cooperative
Hazard, Kentucky

Grant Award from Career Education Program for:
10/1/78 - 9/30/79
$150,000
Grant Award No. G007802025

PROJECT DIRECTOR: Mr. Elwood Cornett
Career Education Office
Kentucky Valley Educational Cooperative
P.O. Box 1118
Hazard, Kentucky 41701
(606) 439-2311

PARTICIPATING INSTITUTION(S): Schools of Breathitt County, Hazard, Jackson City, Jenkins Independent, Knott County, Lee County, Leslie County, Letcher County, Owsley County, Perry County, and Wolfe County.

MAJOR OBJECTIVES

1. To communicate practical career education concepts and skills to inexperienced teachers, via workshops, in at least five (5) and not more than seven (7) local educational agencies (LEAs) in the 13 state Appalachian region, with at least three (3) being outside Kentucky.

2. To provide openhouse for one week during the months of October 23-27, November 13-17, 1978; March 5-9, and April 23-27, 1979, for visitors primarily from but not limited to the Appalachian region.

3. To publish a seasonal newsletter, "The Communicator."

4. To provide a reliable correlation of how the "Basics" are strengthened by implementing career education units, career education concepts and/or skills into the existing curriculum.

5. To conduct a school festival week involving the broader community--business/labor/industry/professional/government/community service/church organizations, and the home/family structure--in a collaborative career education effort.

6. Develop a "how to" document from 8 to 12 pages on career education for the exceptional child.

PROJECT ACTIVITIES

From June through September 1979, the Kentucky Valley Educational Cooperative (KVEC) Career Education staff will conduct in-service training for inexperienced teachers of career education, via workshops, by communicating practical career education concepts and/or skills. The workshops conducted will primarily consist of four (4) days: one (1) day for planning with local personne; two (2) days of actual workshop; and one (1) day for a follow-up.

During openhouse on October 23-27 and November 13-17, 1978 and March 5-9 and April 23-27, 1979, visitors will be able to: have small group consultation with the regional staff, receive a comprehensive overview of the career education project, visit local classrooms and observe counterparts, and receive copies of all materials produced by the project.

The editor of the newsletter, "The Communicator," will obtain news articles from the Cooperative as well as the Appalachian region and write four (4) seasonal editions.

From October 1978 to March 1979, a selected LEA will provide a correlation of how the "Basics" are strengthened by: selecting a career education and non-career education group that will consist of approximately one hundred (100) students from grades 4, 8 and 11, pretest and analyze data to ascertain if initial group differences are present; expose the career education group to at least one (1) career education unit each semester; and emphasize the career education concepts that reinforce "Back to the Basics."

From October 1978 to April 1979, a selected LEA and collaborative council will develop guidelines and conduct a festival week involving the broader community in a collaborative career education effort.

From October 1978 to April 1979, a "how to" document on the exceptional child will be written by an outstanding practitioner within the Cooperative. An opportunity will be provided for visitors, during openhouse, to visit with the author.

EVALUATION

Objective 1: Teachers will be pretested before the workshops by the KVEC career education staff to determine attitudes, skills, and knowledge of career education as measured by the Career Education Information Inventory. The same test will be administered as a post-test following the workshops, with the anticipation that ninety percent (90%) of the participants will show significant positive gains in attitudes, skills, and knowledge of career education.

Objective 4: Experimental and control groups of students of grade levels 4, 8, and 11 will be pre/post tested utilizing the California Comprehensive Tests of Basic Skills (CTBS) to determine any achievement change in the "Basics" where career education has been implemented. This test will be given by the KVEC career education staff and the participating LEA. A statistical analysis will be done by the University of Kentucky.

Objectives 1-6: A research/evaluation survey will be conducted by Dr. Clayton Omvig of the University of Kentucky and the KVEC career education staff during May-June, 1979 to establish which of the six (6) tasks were most productive in helping other LEAs interested in career education. Specifically, the following will be determined:

1. attractiveness of materials;
2. interest level of materials;
3. appropriateness of materials;
4. comprehensiveness of materials;
5. personal disposition of materials and ideas; and
6. local educational agency behavioral reaction to materials and ideas.

COMMUNICATION

Invitations for openhouse will be sent to all superintendents in Kentucky and thirteen (13) state career education coordinators in the Appalachian region. (Included will be visits to LEAs conducting the "Back to the Basics" and the collaborative effort.)

The seasonal newsletter, "The Communicator," will be mailed to educators, businesses and industry leaders throughout the Appalachian region.

Published materials will be disseminated during the openhouse visits in March-April, 1979.

A final evaluation report of the project will be distributed free to all State Career Education Coordinators in November-December, 1979 and to others upon request for the cost of printing and postage.

DEMOGRAPHIC INFORMATION

Levels/Groups Served	K-12 students, teachers, counselors, administrators, parents, and business/industry	
Type of Area Served	Rural, small town	
Number of Persons Served	K-6	18,756
	7-9	9,548
	10-12	5,382
	Parents	31,852
	Teachers	1,385
	Administrators	142
	Counselors	35
	Businesses	178
	Industry	148
Minority Groups Served	Black	1%

Income Distribution----------	Under $5,000	28%
	$5,000-$9,999	8%
	$10,000-$14,999	12%
	$15,000-$19,999	10%
	$20,000 or more	36%
Special Populations----------	Handicapped	9%
	Gifted and Talented	1%

CAREER EDUCATION INFORMATION, TRAINING AND INSTRUCTIONAL MATERIALS SYSTEMS (CEITAIMS)

National Center for Career Education, Inc.
Missoula, Montana

Grant Award from Career Education Program for:
9/16/78 - 9/15/79
$160,000
Grant Award No. G007802032

PROJECT DIRECTOR: Dr. Vince Barry
National Center for Career Education, Inc.
P.O. Box 7815
Missoula, Montana 59801
(406) 243-5262

PARTICIPATING INSTITUTION(S):
University of Montana (Missoula)
University of Arizona (Tucson)
University of Oregon (Eugene)
University of Georgia (Athens)
University of Missouri (Columbia)
Ohio State University (Columbus)
Syracuse University (Syracuse)
University of Southern California (Los Angeles)
University of Virginia (Charlottesville)
Gonzaga University (Spokane)

MAJOR OBJECTIVES

1. To establish a communications network that will provide a vehicle for the identification and dissemination of career education philosophy, methods, and program activities (hardware and software; public and private).

2. To develop and disseminate a model for jointly training educators and business/industry/labor personnel to collaboratively implement career education in the LEA setting.

3. To make accessible education materials assistance through Center activities.

PROJECT ACTIVITIES

1. Collect, classify and store career education programs and materials into a central instructional library located at the National Center for Career Education.

2. Train a core group of teachers in each local site to understand the nature of career education and the process for infusing career education principles into the ongoing instructional program.

3. Develop techniques for effectively utilizing community resource persons in the instructional process; focusing on local or individual needs by the adaptation and utilization of training models or the development of new training models.

EVALUATION

Evaluation processes will be conducted both internally by NCCE staff and externally by a third party evaluator. The following statements describe the intent of the evaluation processes for each project objective:

Project Objective 1: The career education materials collected by NCCE will be assessed to ascertain the effectiveness of NCCE's acquisition effort.

Project Objective 2: NCCE training models will be assessed with regard to the effectiveness achieved through revision and modification.

Project Objective 3: NCCE's materials services for users other than those involved in NCCE training will be assessed to determine the effectiveness of NCCE's ability to identify and deliver appropriate materials.

COMMUNICATION

A continuous effort of NCCE is to make available to career education practitioners products, programs and materials that would assist them in defining their specific needs. For this purpose, the major thrust of the CEITAIMS project will be to develop and disseminate:

1. a career education instructional library

2. training models

3. mini-libraries which are a collection of course sub-sets, lesson plans and learning activity packages of teacher-prepared career education instructional materials. The four libraries are for (1) Primary grades K-3, (2) Intermediate grades 4-6, (3) Junior grades 7-9, and (4) Senior grades 10-12.

4. NIFTs (say "Nifties") The NCCE Index for Teachers Series is the name for computer identified career education instructional materials lists which can be used to order materials. NIFTs are used as the index in each NCCE Mini-Library module.

Dates for workshops, conferences and meetings: To be announced.

Project literature includes flyers descriptive of NCCE's products and processes which are available by writing to NCCE, Inc. In order to receive NCCE's newsletter, ask to be placed on the NCCE News mailing list.

DEMOGRAPHIC INFORMATION

Levels/Groups Served	K-Adult, Parent, Teachers, Administrators, Counselors, Business, Labor, Industry, Government, the Professions
Type of Area Served	National
Number of Persons Served	7,000

EVALUATING CAREER EDUCATION: CONFERENCES/WORKSHOPS
TO COMMUNICATE STRATEGIES AND MATERIALS

The College Board
New York, New York

Grant Award from Career Education
Program for: 10/1/78 - 9/30/79
$153,126
Grant Award No. G007802941

PROJECT DIRECTORS: Linda A. Pfister/Carol B. Aslanian
Future Directions for a Learning Society
The College Board
888 Seventh Avenue
New York, New York 10019
(212) 582-6210

PARTICIPATING INSTITUTION(S): The College Board

MAJOR OBJECTIVES

General Goal: To communicate to state and local education leaders approaches and strategies for the evaluation of career education methods.

Specific Objectives:

1. To orient state and local education leaders to the necessity of planned evaluation that demonstrates the level of effectiveness of their career education efforts.

2. To communicate information about materials which effectively link evaluation to career education outcomes as stated in the USOE Policy Paper on Career Education.

3. To provide methods, materials, and instruments to education leaders in the evaluation of career education programs.

4. To communicate information regarding a variety of systems designed to enable the gathering of data on learner outcomes.

5. To provide aggregated data assembly and analysis systems for use by state and local education managers.

PROJECT ACTIVITIES

The College Board plans, through a series of six regional conferences, to inform state and school district career education directors about the variety of assessment techniques, instruments, and procedures available in the field of career education. The conferences will be at a working level and will utilize demonstrations of successful models of assessment and provide participants with the opportunity to exchange

ideas, criticisms, and affirmative recommendations with one another. Demonstrations and lectures by researchers and practitioners will be alternated with workshops, discussion groups, and "hands-on" use of instruments to provide a balanced and enriched experience for the participants.

EVALUATION

The evaluation of the regional conferences will focus on the major goal and the specific objectives of the entire effort. Four unique outcomes are intended. The participants will be able to:

1. Identify and describe a minimum of ten reasons for designing and carrying out comprehensive career evaluation plans.

2. Identify and describe evaluation techniques and materials which have effectively measured career education student outcomes and other local school district and state program effects.

3. List sources for obtaining useful assessment materials.

4. Describe systems designed to enable the gathering of data on learner outcomes, including aggregated summary data.

The evaluation plans have both formative and summative aspects. Summative evaluation will be used to judge the effects of the meetings, while formative evaluation will be used to improve the meetings. To provide staff with information needed to plan the most effective meetings, data will be collected from prospective participants as to their current knowledge about evaluating career education, the types of information they want in regard to evaluating career education, and the types of presenters and demonstrations that are preferred. After each meeting, the participants' ability to meet the objectives cited above will be measured by a questionnaire administered to the participants at the end of the meeting. In addition to measuring the success of the conference, the data will be useful in planning the remaining conferences in the most effective manner.

COMMUNICATION

Prior to conducting the six regional conferences, a manual will be prepared which will provide information as to the types of evaluation resources that are available. This "catalogue of catalogues" will provide practitioners with a resource document listing information about possible methods and materials.

At the end of the six regional meetings, a mini-conference will be held in an effort to synthesize the learnings and focus on future priorities in the area of evaluation of career education.

DEMOGRAPHIC INFORMATION

State and local career education leaders throughout the nation will be served through the six regional conferences. Approximately 600 representatives from rural, urban and suburban areas will be included.

FROM DREAMS TO REALITY: A COMMUNICATIONS AND DISSEMINATION PROJECT REGARDING SEX-ROLE STEREOTYPING

Girl Scouts of the U.S.A.
New York, New York

Grant Award from Career Education Program for:
10/1/78 - 9/30/79
$140,000
Grant Award No. G007802027

PROJECT DIRECTOR: Nancy Garfield
Career Education Project
Program Department
Girl Scouts of the U.S.A.
830 Third Avenue
New York, New York 10022
(212) 940-7514

PARTICIPATING INSTITUTION(S): 347 Girl Scout Councils (including the core councils of Greater New York and Tejas in Dallas, Texas); local education agencies nationwide, youth groups, business, industry, and community organizations to be selected

MAJOR OBJECTIVES

1. Communicate non-stereotyped career education philosophy, methodology, program activities and evaluation results to 347 local Girl Scout Councils.

2. Communicate non-stereotyped career education philosophy, methodology, program activities, and evaluation results to twelve or more educational, professional, community and women's organizations.

3. Jointly plan, develop and implement two communication and dissemination projects with eight Girl Scout Councils (two core councils, each working with three satellite councils) in varying regions of the country.

4. Disseminate non-stereotyped career education philosophy, methodology, program activities and evaluation results through national and local media such as newspapers, magazines, professional journals, radio and television.

PROJECT ACTIVITIES

1. Distribute an information kit (consisting of sample activities, article reprints, fact sheets, a press release and model workshop plan); a set of FROM DREAMS TO REALITY materials sent to 347 councils; plug into regional meetings on older girls; conduct three administrators' workshops; and conduct three workshops for voluntary leaders.

2. Prepare and disseminate publications, including information packets; conduct workshops; and offer consultant services to educational, professional, community and women's organizations. Discuss with organization relations' personnel for twelve groups the opportunities to appear on nationwide programs during 1978-79.

3. To the eight selected Councils assist them in implementing a FROM DREAMS TO REALITY program for girls by providing technical assistance, information kits, guidelines for model dissemination design and coordinating core site and satellite progress as well as workshops to be run by councils.

4. Develop information packets; contact newspapers, magazines, professional journals, TV and radio stations; send press releases periodically to the media; provide TV and radio appearances upon request.

EVALUATION

Evaluation data will be collected primarily through the use of written questionnaires tailored to specific age groups and populations; i.e., students, Girl Scouts, adult leaders, adult professionals internal and external to Girl Scouting--such as educators, youth workers, volunteers, community agency personnel and on-site questioning of workshop participants.

Both an external and internal evaluation will be used.

COMMUNICATION

Dissemination of a

1. DREAMS TO REALITY INFORMATION KIT: to include (available December 1978)

    a) Descriptive literature with sample activities from program
    b) Girl Scout Leader Magazine reprints
    c) Sample seminar/workshop materials for adults to be used with youth
    d) Press releases
    e) Information request forms
    f) Short evaluative questionnaires.

2. A national model for communications and dissemination will be available when developed by the core and satellite councils (approximately October 1979).

3. A final report of the project will be available in December of 1979.

4. Girl Scout regional conferences, communication with 12 national organizations, and media interviews will be used.

DEMOGRAPHIC INFORMATION

The population to be served are girls, ages 12-17 years old in the 347 Girl Scout Councils (populations of 272,351 girls--Cadette population = 216,301. Senior populations = 56,050), plus youth in school systems that use the materials. Participation is requested from Councils, local youth and community groups, and all adults who serve these populations such as volunteer leaders, teachers and administrators.

Type of Area Served	Nationwide
Number of Persons Served	272,351 plus approximately 10,000 leaders and Council staff
Minority Groups Served	Hispanic, Black, Asian and Indian
Special Populations	Handicapped to be included

MINI-CONFERENCES FOR STATE AND LOCAL CAREER EDUCATION COORDINATORS

InterAmerica Research Associates
Rosslyn, Virginia

Procurement Contract Award
from Career Education Program
for: 7/18/78 - 7/15/79
$207,934
Procurement Contract Award No.
300780287

PROJECT DIRECTOR: Brady J. Fletcher
InterAmerica Research Associates
1500 Wilson Boulevard
Suite 800
Rosslyn, Virginia 22209
(703) 522-0870

PARTICIPATING INSTITUTION(S): All State Career Education Coordinators in the 50 States, D.C., Guam, Puerto Rico, Virgin Islands, Samoa, Trust Territories of the Pacific, and the Northern Mariana Islands.

One hundred eighty selected Local Career Education Coordinators.

MAJOR OBJECTIVES

1. To allow State Career Education Coordinators (including territories) to share their efforts on the implementation of career education statewide and to give advice to the Office of Career Education on how to best support national implementation of career education.

2. To allow selected local Career Education Coordinators to share their local efforts and problems in implementing career education and to advise the Office of Career Education on how to best support implementation of career education.

PROJECT ACTIVITIES

Beginning in late January, 1979, InterAmerica Research Associates will be sponsoring five regional Mini-Conferences for State Career Education Coordinators. Phase I of the project will involve convening two-day mini-conferences in the five regions allowing each participant to share ideas and efforts towards implementation of career education in each state and territory represented at that mini-conference. Advice will be given to the Office of Career Education as to its role in the national implementation of career education.

Phase II will begin operation in January with a series of fifteen 2-day mini-conferences for local Career Education Coordinators selected by the Office of Career Education after recommendation by State Career Education Coordinators. These local Career Education Coordinators will share their ideas, problems and plans for implementing career education.

Data and information resulting from both sets of mini-conferences will be synthesized and organized into a final document which will include notes from each of the mini-conferences.

EVALUATION

An informal evaluation of the goals set by the Office of Career Education and the participants will be conducted after each mini-conference.

COMMUNICATION

A final report containing discussion notes will be published in August 1979. These reports will be mailed to 2,000 persons identified by the Office of Career Education.

DEMOGRAPHIC INFORMATION

Levels/Groups Served----------All State Career Education Coordinators, including Washington, D.C. & territories

APPENDICES

APPENDIX A

CAREER EDUCATION PROGRAM
CFDA No. 13.554

Grant and Contract Funds Awarded
by Category and by Fiscal Year

Category	FY 1975	FY 1976	FY 1977	FY 1978	Total
1: 45 CFR Part 160d.5(a) -- Effect incremental improvements in K-12 career education	$ 5,802,756	$ 4,293,723	$ 1,665,550	$ 1,183,364	$ 12,945,393
2-A: 45 CFR Part 160d.5(b) -- Demonstrate effective methods and techniques in career education in the senior high school	370,682	145,000	226,954	250,000	992,636
2-B: 45 CFR Part 160d.5(b) -- Demonstrate effective techniques in career education in the community college	178,310	409,289	109,438	202,329	899,366
2-C: 45 CFR Part 160d.5(b) -- Demonstrate effective techniques in career education in adult and community education agencies	95,287	179,986	144,968	319,617	739,858
2-D: 45 CFR Part 160d.5(b) -- Demonstrate effective techniques in career education in institutions of higher education	274,412	69,926	518,313	150,000	1,012,651
3-A: 45 CFR Part 160d.5(c) -- Demonstrate effective techniques in career education for the handicapped	285,930	255,108	766,737	771,036	2,078,811
3-B: 45 CFR Part 160d.5(c) -- Demonstrate effective techniques in career education for the gifted and talented	183,807	201,431	305,594	365,000	1,055,832

Category	FY 1975	FY 1976	FY 1977	FY 1978	Total
3-C: 45 CFR Part 160d.5(c) -- Demonstrate effective techniques in career education for minority youth	203,356	132,552	176,872	589,539	1,102,319
3-D: 45 CFR Part 160d.5(c) -- Demonstrate effective techniques in career education for low income youth	210,611	150,000	193,000	868,977	1,422,588
3-E: 45 CFR Part 160d.5(c) -- Demonstrate effective techniques in career education to reduce sex stereotyping in career choices	161,660	240,299	187,312	404,977	994,248
4: 45 CFR Part 160d.5(d) -- Demonstrate effective techniques for the training and retraining of persons for conducting career education programs	750,298	539,995	1,331,546	2,355,641	4,977,480
5: 45 CFR Part 160d.5(e) -- Communicate career education to practitioners and to the general public	1,173,708	1,515,669	2,069,807	2,674,520	7,433,704
6-A: Section 406(e) of Public Law 93-380 -- Survey of current status of career education in the United States	308,640	-0-	-0-	-0-	308,640
6-B: 45 CFR Part 160d.13 (Subpart C) -- Projects for developing State plans for the implementation of career education in the local educational agencies of the States	-0-	2,002,004	2,438,899	-0-	4,440,903
TOTAL	$9,999,457	$10,134,982	$10,134,990	$10,135,000	$40,404,429

APPENDIX B

Fiscal Year 1978 Program Announcement
for the
Career Education Program
CFDA Number 13.554

The Fiscal Year 1978 Program Announcement for the Career Education Program was published on October 12, 1977, in the FEDERAL REGISTER, Volume 42, Number 197, pages 54984, 54985 and 55005. On November 7, 1977, a correction to the Program Announcement was published in the FEDERAL REGISTER, Volume 42, Number 214, page 57992.

Both the original announcement and the correction are reproduced on the following pages.

[4110–02]

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office of Education

DIRECT, DISCRETIONARY GRANT PROGRAMS

Closing Dates for Receipt of Applications for Fiscal Year 1978

The purpose of this notice is to inform potential applicants of closing dates for the receipt of applications for grants by the U.S. Office of Education. For the convenience of potential applicants, this notice includes most programs for which grant applications are filed with the Office of Education. (Closing dates are also included for the limited number of programs in which non-procurement contracts are awarded on the basis of applications). The only programs omitted from this notice are those for which it is not yet possible to specify a closing date because program regulations governing the award of grants are still being developed. Closing dates for these programs will be published as soon as possible.

Closing dates for a limited number of programs listed in this notice have been published previously. These closing dates are being republished in this notice, without change, so that potential applicants will be provided a single, comprehensive listing of as many program closing dates as possible. Under heading I, programs listed that have previously published their closing dates are designated by an asterisk.

Program closing dates are set forth in this notice in chronological order.

Applicants which decide to apply under one or more programs covered by this notice should take care to follow the instructions set forth under the closing date for each program, under heading III below. Closing dates and specific procedures vary from program to program. The instructions under each program's closing date inform applicants of (1) how to obtain application forms; (2) the regulations which govern the program; (3) whom to contact for additional information; and (4) other procedures to follow.

The Office of Education suggests that applicants consider sending applications by registered or certified mail. Under heading III below, separate dates are specified under each program for the use of registered or certified mail. Each of these dates is in advance of the regular closing date (specified under heading I, below) for each program. If the application is sent by registered or certified mail by the appropriate advance date specified for the use of registered or certified mail for each program under heading III below, the applicant is protected from unexpected circumstances causing the application to arrive late. If registered or certified mail is not used, and a new application arrives late, it cannot be accepted, no matter what unforeseen circumstances may have caused its lateness.

Under heading I below, a list is set forth of all closing dates contained in this notice. Specific instructions related to each of these closing dates are set forth under heading III below, with programs listed in the same order as under heading I. Under heading II is a list of programs for which closing dates are not being announced at this time because program regulations governing applications are still being developed. Closing dates for these programs will be published as soon as possible.

The U.S. Office of Education is publishing this single notice of closing date to make it easier for applicants to submit their applications. In connection with this attempt to simplify its procedures, OE is also concerned with removing some of the often burdensome reporting requirements placed on grantees. Consequently, the Commissioner of Education has established a policy which limits the frequency of reporting in 108 of the Office of Education's discretionary programs to one annual fiscal report, one annual program report, and one final report, except where otherwise specifically required by statute or regulation. A study will be undertaken in FY 1978 to determine if any programs should be given an exemption to this policy. Upon its conclusion, OE will publish in the FEDERAL REGISTER any necessary regulation amendments and a list of all programs authorized for annual data collection only, accompanied by the approved form numbers, as well as a list of the authorized exemptions stipulating how frequently those exempted programs are authorized to collect fiscal and/or program data. The authorized forms associated with these exemptions will also be published at the same time. In a further effort to reduce reporting burdens to local educational agencies, State educational agencies, and institutions of higher education, the Commissioner has also directed a study of the most appropriate dates for requesting this information. Reporting dates determined as a result of this study will also be published in the subsequent announcement. Fiscal and program reports provided for in the subsequent notice will be the only such reports authorized by the Office of Education, and educational officials who are asked to provide information which is inconsistent with the notice should immediately contact the Executive Deputy Commissioner for Support Services to determine whether the additional data and information requested has been authorized by the Commissioner of Education.

The Office of Education anticipates that the second announcement will be published in the FEDERAL REGISTER in the second half of FY 1978.

I. New closing dates and closing dates announced previously

CFDA No.	Program title	Closing date
*13.451A and B	Handicapped personnel preparation	Oct. 14, 1977
*13.438, 439 and *13.440, 441.	Fulbright Hays training grants	Nov. 4, 1977
*13.443	Handicapped research and demonstration:	
	(1st cycle)	Nov. 8, 1977
	(2nd cycle)	Mar. 17, 1978
*13.444A	Handicapped children's early education program (new awards)	Nov. 9, 1977
*13.403D	Bilingual education—basic programs (new awards and noncompeting continuations).	Nov. 15, 1977
*13.403E	Bilingual education—training program (new awards and noncompeting continuations).	Do.
*13.403G	Bilingual education—support services (new awards and noncompeting continuations).	Do.
*13.403F	Bilingual education—fellowship program (new awards and noncompeting continuations).	Do.
*13.403H	Bilingual education—contracts for coordination of technical assistance by State educational agencies (noncompeting continuations).	Do.
*13.435B	Graduate and undergraduate—international studies program (new awards)	Nov. 18, 1977
*13.562C	Gifted and talented model projects (competitive contracts)	Nov. 21, 1977
*13.562A	Program for the gifted and talented	Do.
*13.562A and B	Gifted and talented (competitive continuations)	Do.
*13.444B	Handicapped children's early education program—outreach projects (noncompeting continuations).	Nov. 22, 1977
13.508 A and B	Vocational education graduate leadership development program:	
	Institutional applications	Nov. 28, 1977
	Individual applications	Feb. 6, 1978
*13.443C	Handicapped research and demonstration field initiated studies	Dec. 7, 1977
13.468	Library training program	Dec. 9, 1977
13.475	Library research and demonstration program	Do.
*13.561	Metric education program	Dec. 12, 1977
*13.564	Consumers' education program	Dec. 16, 1977
13.434	Foreign language and area studies fellowship program	Dec. 20, 1978
13.549	Ethnic heritage studies program	Do.
13.566	Arts education program	Dec. 29, 1977
13.543	Educational opportunity centers	Jan. 4, 1978
13.482	Special services for disadvantaged students	Do.
13.488	Talent search	Do.
13.492	Upward bound	Do.
13.436	Foreign language and area studies research program	Jan. 6, 1978
13.433 A and B	Follow through—local project grants and sponsor grants	Jan. 9, 1978
13.433C	Follow through—technical assistance	Do.
13.563	Community education program	Jan. 11, 1978
13.565	Women's educational equity act program:	
	(New awards)	Jan. 12, 1978
	(Noncompeting continuations)	Apr. 14, 1978
13.566	Bilingual vocational instructor training program	Jan. 13, 1978
13.435 A and B	International studies centers and graduate and undergraduate international studies programs (noncompeting continuations).	Jan. 16, 1978
13.555	Public service fellowships and institutional grants	Do.
13.510	Cooperative education program	Do.
13.533B	Right to Read state leadership and training program	Jan. 17, 1978
13.564	Career education program	Jan. 18, 1978
13.522	Environmental education program	Jan. 20, 1978
13.569	Indian fellowship program	Jan. 23, 1978
13.558	Bilingual vocational training program	Jan. 25, 1978

CFDA No.	Program title	Closing date
13.535 A & B	Special programs and projects to improve educational opportunities for Indian children.	Jan. 27, 1978
13.551	Indian education—grants to non-local educational agencies	Do.
13.536	Special programs relating to adult Indian education	Jan. 31, 1978
13.533G	Right to read reading improvement projects (new awards)	Feb. 3, 1978
13.534	Indian elementary and secondary school assistance—grants to local educational agencies.	Feb. 10, 1978
13.578	Vocational educational teacher certification fellowship program	Feb. 17, 1978
13.408	College library resources program	Feb. 21, 1978
13.444A	Handicapped children's early education model demonstration projects (noncompeting continuations).	Feb. 24, 1978
13.444B	Handicapped children's early education program—outreach projects (new awards)	Mar. 1, 1978
13.568	Contract program for Indian tribes and Indian organizations	Mar. 13, 1978
13.567	Domestic mining and mineral and mineral fuel conservation—fellowships	Mar. 17, 1978
13.533E	Right to read reading academy program (noncompeting continuations)	Apr. 3, 1978
13.533G	Right to read reading improvement projects (noncompeting continuations)	Do.
13.533H	Right to read special emphasis projects	Do.
13.576	Strengthening research library resources program	Apr. 11, 1978
13.444C	Handicapped children's early education program—State implementation grants (new awards and noncompeting continuations).	Apr. 14, 1978
13.499B	Teacher corps "Twelfth Cycle" projects	May 26, 1978

*Closing date previously announced.

II. Closing dates for the following programs are not announced in this notice because program regulations and application packages are being developed

CFDA No	Program title
13.580	Graduate and professional study fellowships and institutional grants.
Number to be assigned	Law clinical assistance program.
13.405	Civil Rights Act—Title IV.
13.525, 526, 528, 529, 13.530, 532, 589, 590.	Emergency school aid programs.
13.443D	Handicapped research and demonstration model centers.
13.446A	Handicapped media services and captioned films.
13.520A	Handicapped specific learning disabilities.
13.560	Handicapped regional education program (noncompeting continuations).
Number to be assigned	Service learning centers.
13.416	Teacher centers program.
13.454	Strengthening developing institutions.
13.557	Community services and continuing education.
13.413 A and B	Educational broadcasting.
13.489C	Teacher corps.

III. NOTICES OF CLOSING DATES FOR A MAJORITY OF OE DISCRETIONARY GRANT PROGRAMS.

CFDA—13.554—CAREER EDUCATION PROGRAM

Closing Date—January 18, 1978

(a) *Application forms and information.* Application forms are being prepared but are not yet available. It is anticipated that the application forms and program information packages will be ready for mailing on or about October 21, 1977.

Applications must be prepared and submitted in accordance with the regulations, instructions, and forms included in the program information packages.

(b) *Applications sent by mail.* An application sent by mail should be addressed to: U.S. Office of Education, Application Control Center, Attention: 13:554, Washington, D.C. 20202. Applications must be received by the Application Control Center on or before the closing date.

An application sent by mail will be considered to be received on time by the Application Control Center if:

(1) The application was sent by registered or certified mail not later than January 13, 1978, as evidenced by the U.S. Postal Service postmark on the wrapper or envelope, or on the original receipt from the U.S. Postal Service; or,

(2) The application is received on or before the closing date by either the Department of Health, Education, and Welfare or the U.S. Office of Education mail rooms in Washington, D.C. In establishing the date of receipt, the Commissioner will rely on the time-date stamp of these mail rooms or other documentary evidence of receipt maintained by the Department of Health, Education, and Welfare, or the U.S. Office of Education.

(c) Hand-delivered applications. An application to be hand-delivered must be taken to the U.S. Office of Education, Application Control Center, Room 5673, Regional Office Building Three, 7th and D Streets, S.W., Washington, D.C. Hand-delivered applications will be accepted daily between the hours of 8 a.m. and 4 p.m. Washington, D.C. time except Saturdays, Sundays, or Federal holidays. Applications will not be accepted after 4 p.m. on the closing date.

(d) *Program information.* Applications are being accepted from State and local educational agencies, institutions of higher education, and other public and private agencies, organizations, associations, institutions, and individuals for grants and assistance contracts to support projects to demonstrate the most effective methods and techniques in career education and to develop exemplary career education models (including models in which handicapped children receive appropriate career education either by participation in regular or modified programs with nonhandicapped children or, where necessary, in specially designed programs for handicapped children whose handicaps are of such severity that they cannot benefit from regular or modified programs).

In formulating applications, potential applicants should be aware of the amount of funds available for carrer education grants and assistance contracts for Fiscal Year 1978. It is anticipated that grants and assistance contracts will be awarded in each of the categories specified in 45 CFR 160d.5, with the total amount of the awards in each category being approximately as follows: (a) incremental improvements in K–12 career education programs—$1,000,000, (b)

demonstrations in such settings as the senior high school—$250,000, the community college—$150,000, adult and community education agencies—$150,000, and institutions of higher education—$150,000, (c) demonstrations for such special segments of the population as handicapped—$75,000, gifted and talented—$400,000, minority youth—$600,000. low income youth—$600,000, and to reduce sex stereotyping in career choices—$500,000, (b) demonstrations of the training and retraining of persons for conducting career educaiton programs—$1,000,000, and (e) communication of career education philosophy, methods, program activities, and evaluation results to career education practitioners and to the general public—$1,200,000. It is expected that a total of about 75 awards will be made in the above categories, and that the average amount per award will be approximately $90,000.

All of these will be new awards; no funds are reserved for continuation awards. Projects are normally one year in duration.

In addition to the grants and assistance contracts awarded pursuant to this notice; it is anticipated that approximately $3,385,000 worth of procurement contracts in career education will be awarded during Fiscal Year 1978. Requests for proposals for these procurement contracts will be published in the Commerce Business Daily at a later date.

(e) *State comment.* All applicants must furnish an information copy of their application to the State educational agency of the State within which the applicant is located. This information copy must be submitted to the State Coordinator of Career Education, as designated by the Chief State School Officer, concurrently with the submission of the application to the U.S. Office of Education. The application submitted to the U.S. Office of Education must contain a statement that this has been accomplished. State educational aencies wishing to submit advice and comment on any application originating within their State may do so by forwarding that advice and comment to the Office of Career Education, at the address in paragraph (f) below. –

(f) *For further information and forms contact:* Dr. Sidney C. High, Jr., Office of Career Education, U.S. Office of Education, 400 Maryland Avenue, SW. (Room 3100, ROB No. 3), Washington, D.C. 20202; (202) 245–2331.

(g) *Applicable regulations.* The regulations applicable to the Career Education Program are the Office of Education General Provisions Regulations (45 CFR Parts 100, 100a, and appendices), the regulation for the Special Projects Act (45 CFR Part 160, especially Part III in the Appendix) published in the FEDERAL REGISTER on July 15, 1976, and the regulation for the Career Education Program (45 CFR Part 160d), published in the FEDERAL REGISTER on May 13, 1976.

(20 U.S.C. 1851–1853 and 1865; 45 CFR Part 160 and Part 160d.)

[4110–02]

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office of Education

DIRECT, DISCRETIONARY GRANT PROGRAMS

Closing Dates for Receipt of Applications for Fiscal Year 1978; Correction

In FR Doc. 77–29738, appearing at page 54984 in the issue of Wednesday, October 12, 1977, column two of page 55005, paragraph (d) Program information, now reading, "(c) demonstrations for such special segments of the population as handicapped—$75,000," should read, "(c) demonstrations for such special segments of the population as handicapped—$750,000."

Dated: November 1, 1977.

ERNEST L. BOYER,
U.S. Commissioner of Education.

APPENDIX C

PREVIOUSLY PUBLISHED LISTINGS AND PROFILES
OF CAREER EDUCATION PROJECTS
supported under
Sections 402 and 406 of Public Law 93-380

Listing of Career Education Projects Funded Under Section 406, Title IV, Public Law 93-380: First Year's Program; Fiscal Year 1975 Funding. Washington, D.C.: U.S. Office of Education; June 1975, 26 pages (ED-114-586)

Listing of Career Education Projects Funded Under Sections 402 and 406 of Public Law 93-380: Second Year's Program; Fiscal Year 1976 Funding. Washington, D.C.: U.S. Office of Education; July 1976, 47 pages (ED-132-284)

Listing of Career Education Projects Funded Under Sections 402 and 406 of Public Law 93-380: Third Year's Program; Fiscal Year 1977 Funding. Washington, D.C.: U.S. Office of Education; November 1977, 80 pages (ED-149-051)

Listing of Career Education Projects Funded Under Sections 402 and 406 of Public Law 93-380: Fourth Year's Program; Fiscal Year 1978 Funding. Washington, D.C.: U.S. Office of Education; October 1978, 26 pages.

Profiles of Career Education Projects Supported Under Section 406 of Public Law 93-380: First Year's Program; Fiscal Year 1975 Funding. Columbus, Ohio: Ohio State University; December 1975, 255 pages (ED-120-411)

Profiles of Career Education Projects Supported Under Sections 402 and 406 of Public Law 93-380: Second Year's Program; Fiscal Year 1976 Funding. Washington, D.C.: Pacific Consultants; December 1976, 224 pages (ED-138-786)

Profiles of Career Education Projects Supported Under Sections 402 and 406 of Public Law 93-380: Third Year's Program; Fiscal Year 1977 Funding. Washington, D.C.: Thomas Buffington and Associates; April 1978, 295 pages (ED-158-005)

Profiles of Career Education State Planning Projects: Fiscal Year 1976 Funding and Fiscal Year 1977 Funding. Washington, D.C.: Thomas Buffington and Associates; February 1978, 306 pages (ED-155-485)

NOTE: Free access to the publications cited above is available at more than 600 locations across the country, in ERIC Collections

maintained by State departments of education, colleges, and universities. A user needs only to cite the "ED" number of the publication desired and it can be retrieved from one of these ERIC Collections.

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